

day Children IND

Vigo County Public Library

Community Affairs File

Vigo County Public Library

REFERENCE

DO NOT CIRCULATE



Community Coordinated Child Care
guidelines for comprehensive service



STATE OF INDIANA

COMMUNITY COORDINATED CHILD CARE: GUIDELINE FOR COMPREHENSIVE SERVICE

Jan McCarthy

Patricia Beall

Darwin Dennison

Betty Pogue

Marian Swayze

Henry Taylor

Rose Van DeVanter

Publication of
State of Indiana
Governor's Office of Community Affairs
Indianapolis, Indiana
1972

FOREWORD

The Program Direction Sub-Committee of our State Community Coordinated Child Care Committee is composed of Indiana leaders of varied backgrounds concerned about early childhood care and development. During the early meetings of this sub-committee ideas were exchanged on how they could have the most impact on improving the quality and quantity of child care services. When discussing the many types of child care programs, they quickly agreed that there was little information available which described the variety of possible approaches to providing services for children. Therefore, the development of a manual which described the many approaches to providing quality child care services then became their task. It is difficult to expect communities to increase the number of child care services when comprehensive information on the providing service is not available.

The intent of this manual is to provide guidelines for comprehensive child care services to enable representative community groups to plan to meet their individual needs for service. It is hoped that this information will be useful in assisting with these efforts in our state and others across the nation. If we expect our children to develop into well-rounded, responsible citizens, the emphasis we place on a conducive environment for a child's development must equal our expectations. Because of this, I urge all communities to involve themselves in providing adequate services for children when our economy is necessitating more and more parents to be away from the home.

At this time I would like to express my appreciation to Dr. McCarthy and her sub-committee for their contributions to our efforts to improve child care through the development of this manual.

Edgar D. Whitcomb
GOVERNOR,
STATE OF INDIANA

PREFACE

In December, 1970, Governor Edgar D. Whitcomb established a Commission on Day Care Services for the State of Indiana. From this Commission evolved a state committee on Community Coordinated Child Care, known as 4-C. The Program Direction sub-committee of the State 4-C Committee initiated the preparation of this guide to assist communities in the development of child care services.

The guide is intended to be a practical aid that suggests the needs to be considered by community leaders throughout the state as child care services are established. Those who are involved in program development are urged to adapt, modify or expand the ideas proposed herein and not be restricted by the suggestions that seem impractical to their community. The committee recognized the fact that great differences do exist within the state and would not want a community to by-pass any unique services that are in existence because this guide has not specifically indicated that these services could be incorporated into the plan.

In addition, the Program Direction sub-committee would like to emphasize the enduring impact that experiences prior to age five have on the child. Programs must be inclusive enough to accommodate to each child according to his individual capacity in relation to this total environment. To plan such a program would necessitate involving parents at all levels--an imperative to successful child care services.

It is essential to note that licensing of Child Care (Day Care) Centers is the responsibility of the State Department of Public Welfare in Indiana. The standards for licensing are available through the department and are set forth in their publication Minimum Requirements and Recommended Standards for Day Care Centers.

Jan Gorrell McCarthy
Chairman,
State 4-C Committee

Indiana State University
Terre Haute, Indiana
January 3, 1972

INTRODUCTION

AN APPROACH TO PROVIDING COMPREHENSIVE SERVICE: *Community Coordinated Child Care*

Throughout this book the various types of child care services are described. Although each community is unique, most of these services will be needed in every locality. It is only the amount and the types of service needed and the approach to providing service that will vary.

The growing need for child care services is closely related to our changing economy. An increase in the number of working women, as well as an increase in training programs and employment possibilities for disadvantaged families, has greatly affected the lives of our children. At the same time, research has shown that much of a child's learning ability is gained prior to school age, which necessitates a greater emphasis on the early development of the child. With the changes in our economy taking more parents away from the home during the day and the new emphasis on early childhood development, a greater number of child care services are needed and these services can not be looked upon as merely custodial if we expect to develop a generation of adjusted citizens. Comprehensive services, which make provision for the individual health, education, and social needs of each child, must be provided.

Due to the fact that funding and technical assistance is limited within individual programs for child care at all levels of government, the provision of comprehensive service becomes difficult and costly for an individual provider of child care. Therefore, fewer persons find it feasible to furnish this service and when the service is provided, the fee charged is often above the cost that the average family can afford.

What is the answer to this dilemma? Without additional federal funding, the only immediate answer to this problem lies within the community itself: Community-wide commitment to provide both the quality and quantity of service needed with the resources that exist.

Every facet of a community is touched to a certain extent by the needs of its children, whether it be the parent, the agency or professional serving the family, the individual or institution providing direct service, organizations responding to children, or the work force of business affected by child care needs of its employees. An organized group effort of these segments of the community is necessary if adequate child care services are to be provided.

Coordination is the key. Presently, many services are being duplicated and resources are wasted in most communities. Through coordination, resources will be stretched and waste will be reduced. When buildings, personnel, and resources are so short in supply, much will be gained from

community-wide planning, coordination, and commitment toward a well defined goal. Once the community has united its efforts it may weigh its existing services against its remaining needs and set its priorities. Many untapped resources may be then found through the communication and cooperation among the agencies, organizations, and parents participating. For instance: Many buildings exist which are not in use during a portion of the day or evening, such as churches, public schools, and other public and private structures, which could be used for a child care service; volunteer assistance could be gained from professional organizations; fund raising drives could be initiated by other public and private organizations; retired professionals could be utilized within child care centers or in regard to basic education classes for disadvantaged families; and resources could be stretched through cooperative agreements between agencies, administrative coordination and direction, joint staff development, and various types of coordination between individual programs. Many possibilities such as these exist within each community when efforts are united and priorities set to meet the child care needs.

A guide has been established to assist you in your efforts. In 1968, The Community Coordinated Child Care (4-C) Program was developed by the Federal Departments serving children and families. Since that time, many states and communities have initiated this concept of coordination. This program offers guidelines to coordination and technical assistance to states and communities interested in developing this concept.

For information in Indiana contact: The Governor's Office of Community Affairs, Child Care Coordination, 215 North Senate, Indianapolis, Indiana 46204.

For information in other states contact: The Department of Health, Education, and Welfare; Office of Child Development; Washington, D.C.

Barbara Anderson
State Day Care Coordinator

Governor's Office of Community Affairs
January 3, 1972

ACKNOWLEDGMENTS

In addition to the financial support for this publication provided by the State of Indiana, it is also appropriate to note that recognition should be given to Audrey Patrick for graciously typing the manuscript; Jane Angell for proof reading, Information Services, Indiana State University for Cover Design and Audio-Visual Center, Indiana State University for photography.

The Program Direction Sub-Committee members other than the contributors provided encouragement, critical analysis and suggestions throughout the duration of the writing process and should be commended for their continued support. The following persons are members of the sub-committee.

Oscar Alvord
Michael J. Lahey
Aaron Levine
Mrs. Owen Mann
Jesse May

The entire State 4-C Committee has given leadership in the field of child care in the State of Indiana and their deep concerns are reflected in this publication. The following persons are members of the state committee.

Ernestine Carmichael
Lucille DeVoe
David N. Griffiths
Mary Endres
Nancy Kotter
Mary Jo McDowell
W. Sampson Nelson
Dee Preston

Gerald Seifert
Frank Sprague
Donald McNary
William Williams
Max Wright
William Strange
Elisa Jordan

The writers are most appreciative of the assistance and encouragement received from Barbara Anderson, State Day Care Coordinator, throughout the process of preparing this publication.

TABLE OF CONTENTS

<i>Foreword</i>	i
<i>Preface</i>	ii
<i>Introduction</i>	iii
<i>Acknowledgments</i>	v

Chapter

I. CHILD CARE SERVICES.....	3
<i>Introduction</i>	3
<i>Types of Service</i>	4
II. THE CHILD CARE CENTER.....	7
<i>Introduction</i>	7
<i>The Center</i>	7
<i>Location of Site for Center</i>	7
<i>Selection of Structure to House Center</i>	8
<i>Administration and Personnel</i>	9
<i>Board of Directors</i>	9
<i>Director</i>	10
<i>Head Teacher</i>	11
<i>Assistants or Aides</i>	13
<i>Volunteers</i>	14
<i>Kitchen Staff</i>	15
<i>Maintenance Staff</i>	15
<i>Other Professional Staff</i>	15
<i>Social Worker</i>	16
<i>Physicians</i>	16
<i>Nurse</i>	17
<i>Psychiatrist</i>	17
<i>School Psychologist or School Psychometrist</i>	17
<i>Nutrition Consultant</i>	17
<i>Operating Procedures</i>	18
<i>Utilization of Staff</i>	18
<i>Personnel Policies</i>	18
<i>Admission Policies</i>	19
<i>Grouping Policies</i>	20
<i>Budget and Finance</i>	20
<i>Records</i>	22
<i>Recruitment</i>	23

<i>Educational Program</i>	24
<i>Rationale</i>	24
<i>Structure for the Program</i>	25
<i>Composition of the Rich Environment</i>	25
<i>Guidelines for Selecting Equipment</i>	29
<i>Special Activities in the Educational Program</i>	29
<i>Field Trips</i>	29
<i>Reading Stories</i>	30
<i>Special Projects</i>	30
 <i>Health Program</i>	 31
<i>Introduction</i>	31
<i>Objectives</i>	31
<i>Health Services</i>	32
<i>Health Instruction</i>	32
<i>Environmental Health</i>	33
<i>Health Coordinator</i>	33
 <i>Parent Program</i>	 33
<i>Introduction</i>	33
<i>Parent Involvement</i>	34
<i>Parent Participation</i>	34
<i>Parent Education</i>	35
<i>Job Counseling</i>	35
<i>Family in Crisis</i>	35
<i>Parent Recreation</i>	35
 III. <i>INFANT AND TODDLER GROUP CARE</i>	 39
<i>Introduction</i>	39
<i>Administration and Personnel</i>	40
<i>Coordinator of Infant and Toddler Group Care Program</i>	40
<i>Head Nurse-Teacher</i>	41
<i>Care-Givers</i>	42
<i>Cook</i>	43
<i>The Program</i>	43
<i>Equipment/Supplies for Infants and Toddlers</i>	44
 IV. <i>THE CHILD CARE HOME</i>	 51
<i>Introduction</i>	51
<i>Criteria for Selection of Child Care Home Mother</i>	51
<i>Responsibilities of the Child Care Home Mother</i>	52
<i>Operating Procedures</i>	53
 V. <i>BEFORE AND AFTER SCHOOL PROGRAM AND VACATION CARE</i>	 57
<i>Rationale</i>	57

<i>Group Leaders</i>	60
<i>Parent-Center Relationships</i>	61
<i>Vacation and Holiday Day Care</i>	62
<i>Suggested Activities for Before & After School Program</i>	62
VI. IN-HOME CARE	67
<i>Introduction</i>	67
<i>In-Home Care Giver</i>	67
<i>Operating Procedures</i>	67
<i>Recruitment of Care Givers</i>	68
Appendix A	
<i>Bibliography</i>	71
Appendix B	
<i>Films</i>	77
Appendix C	
<i>Model Programs</i>	89
Appendix D	
<i>Contributors: Resource Contacts</i>	97

CHAPTER I



AV Center, Indiana State University

CHILD CARE SERVICES

CHAPTER I

CHILD CARE SERVICES

Introduction

Child (day) care for children is defined as any supplementary service which parents use for children of any age during any portion of the 24 hour day in which they themselves cannot care for their children. The need for this service has steadily increased since the turn of the century due to the changes within our society.

Greater opportunities for education has permitted women to take advantage of employment opportunities. When this change is combined with the changing nature of jobs, numerous positions are available to women. Some reports indicate that women show greater proficiency than their male counterparts in handling tasks created by our highly automated production system.

The continued increase in living costs exerts pressure for a family income. For some families the second income is needed to provide security and unity. Therefore, child care services are no longer used only by the one parent families.

Child-bearing patterns have changed greatly in the last thirty years, which has increased the number of working women. More women tend to complete the child-bearing phase of their life earlier as a result of more effective contraceptive measures and return to the labor force at an earlier age.

In periods of crisis, during wartime, women were essential to the work force. This situation resulted in a change of attitude regarding working mothers. No longer is the working mother looked upon as one who is neglecting her children. For some mothers a few hours outside the home brings about a feeling of self-fulfillment that enables her to meet responsibilities in the home more ably.

In spite of the growing need for child care services, only recently has an effort been made to coordinate efforts and provide a comprehensive program for children that is more than mere custodial care. A good child care program includes opportunities for the child to develop physically, socially, emotionally and intellectually in a way that is best suited to his individual needs.

The provision for care may be in a group setting (a child care center) or on an individualized or small group basis (a child care home) or through care provided in the child's own home.

TYPES OF SERVICES

Child Care Center. The child care center is a place where parents can leave their children for several hours each day (or night) and share the responsibility for the development of their children with the staff of the center. Provision should be made for physical growth, intellectual development, social and emotional guidance, nutritional and medical care, and other specialized services through referrals.

The child care center may be designed to serve children from birth to age six throughout the day and school-age children before--after school and during vacations. (See special section on group care for infants and toddlers.)

Child Care Home. The child care home provides care for children in a home--sometimes called family child care. A mother who wishes to care for additional children in her home may participate in this plan.

Family child care homes are especially recommended for the child under three years of age and for children who are not ready for a group experience and need much individual attention in order to develop fully.

In-Home Care. In-home care is provided for the child in his own home. Such care is usually of short duration and is needed because of illness or injury which prevents the child from being moved from his home to the child care center or family child care home.

Before-After School and Vacation Care. Before-after school and vacation care is provided for the school-age child in a child-care center, school, or family child-care home from the time the parents leave home in the morning until school convenes and from the time school dismisses until the parents return in the evening. Additional care may be provided for the summer recess and days during the school year when school is not in session.

Foster Home or Residential Care. Foster home or residential care is provided for children from birth through adolescence in the home of a substitute parent when they are deprived of care by their own parents for some reason. Usually the care is for a short term until the parents can assume the responsibility or until the child is adopted and placed in a permanent home.

CHAPTER II

THE CHILD CARE CENTER



AV Center, Indiana State University

CHAPTER 11

THE CHILD CARE CENTER

Introduction

The organization and operation of a child care center is the most complex type of child care service in terms of administration; therefore the planning requires thoughtful study. Location of a site and structure to house the center is crucial inasmuch as this could restrict or enhance the program. Even more important is what happens inside the center, so hiring of personnel, developing operating procedures, planning educational, health and nutritional programs and parent involvement activities are facets that call for collaboration of many resource persons.

THE CENTER

LOCATION OF SITE FOR CENTER

Careful consideration should be given to selecting a site (or sites) that is accessible and will still have adequate space to develop a comprehensive program. To guide the selection, the following procedure is recommended.

1. Survey the community to locate the families that would be users or potential users of child care services. This survey should include:
 - a. Number of children under 3 years of age.
 - b. Number of children ages 3 through 5 years.
 - c. Number of school-age children (5-13 years).
2. Identify the programs for young children that are in operation in the community. (For example, Head Start, private child-care programs, church affiliated programs, parent cooperatives, and private nursery schools and kindergartens.)
3. Consider the possibility of coordinating or converting existing programs into child care services as a means of meeting the needs determined through the survey.
4. Identify resources in area for possible housing of the center. Consideration could be given to such places as stores, homes, housing development facilities, community centers or churches within the community. Other possible places to locate a center could be near or on the premises of the business or industry employing the parents.
5. Determine the accessibility of the center to the families being served. Consider the following:

- a. Travel time one-way should not exceed thirty minutes.
 - b. Public transportation facilities should be nearby.
6. Examine the possible sites for health safety conditions. The following should be considered:
- a. The center must be safe from traffic hazards and safe parking should be available for loading and unloading children.
 - b. The center must be safe from environmental hazards.
 - c. The center should not be adjacent to undesirable neighborhood influences.
7. Consider also the accessibility of community resources which would enhance the program, such as parks, schools, or shopping centers.

SELECTION OF STRUCTURE TO HOUSE CENTER

Structure and design of the physical facility will have a definite influence on the effectiveness of the program as well as on the health and safety of the children. To guide selection, the following procedure is recommended.

1. Study the available space for the center on the basis of the number of children needing care, with additional consideration being given to the following.
 - a. Maximum number of children per center should not exceed 100.
 - b. Recommended floor space should be 50 sq. ft. per child for indoor program and 100 sq. ft. per child of outdoor playground space.
 - c. Preference should be given to having kitchen facilities for food services available on the premises.
 - d. Provision must be made for the appropriate number of bathroom facilities for both children and adults.
 - e. Provision must be made for an easily supervised isolation room for children who become ill during the day.
 - f. Availability of space for the before and after school program if it is needed in the community.
 - g. Availability of space for parent activities.
 - h. Availability of space to accommodate the ancillary personnel such as nurses, social workers, and community workers.
 - i. Availability of space for staff needs; such as conferencing, storage of files, work area and rest facilities.
2. Examine the building structure for the following:
 - a. Adherence to state and local building codes and zoning ordinances.
 - b. Light and cheerful washable walls and ceilings.
 - c. Washable non-skid surfaces on floors and steps.
 - d. Low windows with safety guards.
 - e. Two outside exits from each floor. Second floor exits should be equipped with chute-type fire escapes.

- f. Ventilation and temperature control.
- g. Acoustics.
- h. Enclosed stairwells with handrailings.
- i. Outward opening doors and panic hardware.

ADMINISTRATION AND PERSONNEL

Several persons representing a wide range of professional skills and performing numerous functions are necessary for coordinating the efforts and executing an effective program. The administrative organization should provide the framework through which a program can be developed and which is flexible enough to allow for modification or change. The following suggestions are recommended.

BOARD OF DIRECTORS

The Board of Directors is an integral part of the operation of the child care center. This board usually comes into being as a result of action by an interested citizen or group of citizens who seek other persons from the community who are concerned with the care of children.

Composition and Selection of Board. Number of board members may vary from fifteen (15) to thirty-six (36) depending on the population of the community and the size of the child care center.

Membership of board should be composed of representatives from business, industry, service agencies, education, and at least one-third consumers of service (parents).

Members of board should be persons who are willing to participate actively and accept responsibilities.

Rotation of Board. Provision for periodic changes in board composition should be established using one of the following criteria.

- automatic system of rotation with one-third new members each year. Consideration should be given to having no member serve more than two consecutive terms of three (3) years without being rotated off the board for at least one (1) year.
- election of board members from a slate of persons selected by a nominating committee. Term for serving would be for three years with one-third of board being replaced each year. Consideration should be given to having no member re-elected for more than two consecutive terms without one intervening year of non-service.

Responsibilities of Board Members.

- draw up a constitution and by-laws
- define types of services for children and parents
- develop intake procedures

- develop admission policies
- develop fee schedule and budget
- develop job descriptions for teaching and non-teaching staff
- develop guidelines for recruitment, interviewing and hiring of personnel
- develop policies for public relations
- employ the director
- assist the director in hiring other personnel
- evaluate the performance of the director and other personnel
- evaluate the total program
- prepare and up-date historical records, legal authority, constitution and by-laws, administrative policies and procedures and goals of program
- assist the director in planning in-service training
- serve as a channel for hearing suggestions for improvement or modification of the program

DIRECTOR

Careful consideration should be given to the selection of the director since this person will be responsible for administering and developing the total program as well as serving as the liaison between the board and other personnel. Since this is a position of great responsibility, it is suggested the director be at least 21 years of age.

Educational Background. Preference should be given to a person who holds a B.S. degree from a college or university, and has had specialized study and practical experience in early childhood education.

Secondly, consideration could be given to a person who has had a combination of education and work experiences that provides near equivalence to college preparation.

Personal Qualifications.

- should have administrative and leadership abilities
- should know and understand early childhood programs as well as needs of young children
- should be willing and able to work with adults (parents, other staff, volunteers, members of community and board)

Responsibilities.

- to be responsible for the entire operation of the child care center
- to work with social or caseworkers on admission and intake procedures
- to collect fees and keep financial records, also to help plan the budget for the operation of the center
- to plan with the staff the educational program, food and nutritional program, health, safety, and social service programs
- to meet regularly with the board of directors as well as the entire staff for evaluating the operation of the child care center
- to keep records on file of all children at the center, (emergency information, health records, daily attendance, anecdotal records, evaluations of children's growth and development)
- to plan with parents, involve parents in the program, also to discuss special needs of children and keep the parents informed as to child's progress
- to be responsible for pre-service and in-service training for the entire staff
- to assume the responsibility of informing and relating information concerning the program to the community and to observers and visitors to the center
- to assure confidentiality of records in their use by other employees and establish ethical standards of communication

HEAD TEACHER

The teacher's main responsibility is for planning and carrying out the daily activities with the children. However, in centers with fewer than 15 children she may hold a dual role of teacher-director.

Educational Background. Preference should be given to a person who has four years of study in an accredited college or university, including courses in early childhood education or related fields.

Consideration could be given to a person who has a high school education and practical experience or pre-service training.

Personal Qualifications.

- should be emotionally mature, have physical stamina, a sense of humor, and a high degree of patience and personal warmth
- should show a realistic attitude about children's strengths and weaknesses
- should be willing to accept children as they are

- should be capable of flexible planning
- should show genuine enthusiasm for working with children
- should show an interest, cooperate and have close communication with parents and the entire staff
- should have the ability to evaluate the goals established for each child
- should show a willingness to enhance her professional knowledge and skills
- should show personal pride in grooming and dress
- should be dependable and reliable.

Responsibilities.

- to cooperate with the director and other team members to plan and carry out the goals of the program
- to plan with assistants, aides, and volunteers their responsibilities in carrying out the program
- to be responsible for the interpretation of the objectives and the activities to the assistants, aides, and volunteers
- to create a classroom atmosphere conducive to healthful and happy living
- to make recommendations to the director about the purchase of supplies and equipment
- to keep the director well informed about the children's progress and contacts with parents, which would include making anecdotal records of the children
- to carry out the responsibilities delegated to her by the director and assume the director's role in the event of her absence
- to refer parents and visitors to the director when they seek information and help
- to assert leadership in using and developing resource materials in the classroom
- to constantly evaluate daily programs and children's progress
- to see that the classroom is in order and equipment is in good condition
- to participate in parent activities or initiate activities related to the needs of the group

ASSISTANTS OR AIDES

The assistant or aide plays a vital role in the operation of the center. She serves as the second adult with the group of children and may be called upon to assume the responsibility of the group in case of emergency. Through on the job training she will be encouraged to grow professionally and become more actively involved in planning the educational experiences.

Educational Background.

- preference should be given to a person with a high school education or equivalency
- possible consideration could be given to a person with less than a high school education

Personal Qualifications.

- should be emotionally mature, have physical stamina, a sense of humor and a high degree of patience and personal warmth
- should demonstrate a willingness to improve her skills in working with children
- should assume a cooperative attitude with other members of the staff in working as a team for the development of the program
- should be capable of communicating with children and adults (Serving as a good language model)
- should demonstrate initiative and enthusiasm for her work and for children
- should be willing to accept responsibility and be dependable

Responsibilities.

- to assist the teacher with activities for the children such as reading stories, singing songs, supervising children
- to participate in the planning and evaluating of the daily programs
- to assist in developing classroom materials used in carrying on the program
- to keep the teacher well informed about any incidents which occurred that she might not have observed
- to share with the teacher in the responsibility for the care of the classroom
- to contribute to the creating of a desirable atmosphere in the classroom
- to help promote good relationships with parents

VOLUNTEERS

The volunteers will add another dimension to the program by providing additional staff and allowing for more individual attention to the children's needs. In some cases the volunteer may have special talents or hobbies that would enrich the program for the children (i.e., plays musical instruments and sings, collects rocks, takes photos, etc.).

Personal Qualifications.

- should be willing to cooperate with the teacher and aide (or asst.) in carrying out program
- should be supportive of the philosophy of the program
- should be willing to participate in an orientation session to develop necessary insight for ways of working harmoniously within the structure
- should be understanding and tolerant of children's needs

Responsibilities.

- to assist in the classroom under the direction of the teacher
- to be supportive of the philosophy of the program
- to serve as a supportive public relations person in interpreting the program to the community

Potential Volunteers.

- senior citizens
- grandparents
- service clubs (men and women)
- Junior Red Cross
- former teachers
- church organizations
- students from college and high school

Suggested Activities for Volunteer Participation.

- assist in making teaching materials
- assist with holiday activities
- assist in transportation needs
- assist in parent activities
- assist with sewing

KITCHEN STAFF

The primary function of the kitchen staff is to prepare food for the center; however, all adults at the center are important to the children. It is therefore necessary for these persons to have an understanding of children and enjoy working with them. This person must also pass state health requirements for food handlers. (This person is directly responsible to the center director.)

Qualifications.

--must have had some training or practical experience in preparing large quantities of food and balanced meals

Responsibilities.

--to be capable of preparing large quantities of food

--to assist the director in ordering and purchasing food

--to keep the kitchen in sanitary condition

--to cooperate with teachers in allowing children to assist in food preparation experiences in conjunction with some of their learning experiences

--to cooperate with the director in planning menus

MAINTENANCE STAFF

Even though the main requirement for holding this position is to have a knowledge of how to care for the building, grounds and equipment, it is important for this person to relate well to children, and understand that activities in a child care center may at times create minor inconveniences.

Responsibilities.

--to keep building clean

--to care for heating facilities

--to care for grounds

--to care for sidewalks

--to make minor repairs on equipment

OTHER PROFESSIONAL STAFF

Other persons making a vital contribution to the program are members of the professional team. The amount of time devoted to a center will vary according to the number of children enrolled, the philosophy of the program, and the number of professionals available. Each community will find it necessary to determine which members suggested below will best meet their existing needs.

SOCIAL WORKER

The social worker should be an integral part of the staff of a Child Care Center. She should have the ability to help identify needs for child care in a community and to provide leadership in developing appropriate resources. The social worker has responsibility for assuring that the child and his parents receive a service that meets their particular needs and reinforces the parent's child rearing role.

Qualifications. The social worker should have understanding of child development and human behavior; skill in working with individuals and families; ability to work effectively with other disciplines; and knowledge of community services. Preferably, the social worker should have an MSW degree from an accredited school of social work, but consideration could be given to an individual with an AB degree in social work or social services and relevant experiences.

Responsibilities.

- to cooperate with the director in assuming responsibility for the intake study and in helping parents to come to a decision about the most satisfactory plan for the child and themselves
- to help parents prepare their child for the child care experiences
- to help parents find alternative ways for meeting their child's needs if the child care center does not meet their needs
- to schedule periodic conferences with parents to evaluate child care plans, to discuss their child's progress, to keep informed on changes in the family situation and to help parents deal with specific problems
- to arrange group meetings with parents who have expressed a common interest or concern
- to be available to work directly with the child and his family if the need arises
- to assume the major responsibility for the selection, study, and development of family child care homes that are operating in conjunction with the child care center
- to be informed about total community resources and services, and develop working agreements with appropriate agencies in regard to referrals
- to continuously assess available child care services in the community, identify gaps in services, provide leadership in alerting the community to child care needs, and assist in the development of qualified services

PHYSICIANS

The center's physician (a person holding an unlimited license to

practice medicine in the State of Indiana) should preferably be a pediatrician with some background in public health work, since there are many inherent problems in bringing young children together in groups. He will assist the staff in planning a comprehensive health program, which includes dental care service, for parents and staff.

NURSE

The nurse (a person licensed by the State of Indiana to practice nursing as a registered nurse) should preferably have public health training and enjoy working with young children. She will assist in establishing the health plan for the center and establish the procedure for recording each child's physical condition.

PSYCHIATRIST

The psychiatrist (a graduate of an accredited medical school who has completed residency in psychiatry) should have special preparation in dealing with the problems of young children. He provides consultation with the staff on the mental health aspects of the program and offers specific advice concerning children with serious deviations in behavior or personality.

SCHOOL PSYCHOLOGIST OR SCHOOL PSYCHOMETRIST

School Psychologist or School Psychometrist--certificated by the Division of Teacher Education and Certification of the Department of Public Instruction, State of Indiana to work with children in schools. Must hold a State of Indiana license as a psychologist if the work is not connected with a public school. (Other states have similar licensing agencies.)

Speech and Hearing Therapist--certificated by the Division of Teacher Education and Certification of the Department of Public Instruction, State of Indiana or an equivalent agency in other states to work with children who have defective speech in schools. A Certificate of Clinical Competence from American Speech and Hearing Association is desirable.

NUTRITION CONSULTANT

The Nutritionist (a graduate of an accredited college with a major in Foods and Nutrition) should be interested in Community Nutrition Education and enjoy children.

Responsibilities.

- she will assist in establishing educational programs in nutrition for the children and parents with the staff
- she will develop in-service programs for the kitchen staff
- she shall establish a way to record the child's nutritional status

OPERATING PROCEDURES

UTILIZATION OF STAFF

Even though a center may have a professionally trained staff, assistants and volunteers are needed to carry out the many facets of a child care center program. For economy, efficiency, and stability of staff resources and to insure good child care. The following procedures are recommended.

1. Sufficient staff members are needed for supervising children at all times.
2. In small centers, fifteen or less, one staff member may carry multiple responsibilities. (For example, teacher-director.)
3. Substitute staff is needed to replace employees on sick leave or vacation.
4. Staff members are encouraged to greet the children on arrival and bid them farewell at the end of each day to maintain contact with parents and to develop security within the child.
5. Overlap schedules when additional staff is needed for a part of the day in order for the teachers to exchange knowledge regarding individual needs of the children.
6. There should be no more than seven hours work per day for each staff member. In a large center, working hours may be staggered with one teacher arriving early or staying late since fewer children are present at this time.

PERSONNEL POLICIES

Harmonious relationships among staff members are essential to a healthy atmosphere for children. These conditions are more apt to be created when members of the team are aware of their responsibilities and privileges; therefore, personnel policies should be defined.

1. Salaries and wage scales should be established that compare favorably with those of other community agencies which employ persons in positions having similar qualifications and responsibilities.
2. Staff members should have all legal holidays as vacations. Persons who work closely with children need breaks at regular intervals in order to retain their resilience. Vacations should be scheduled with this in mind.
3. There should be a job description for each position on the staff written by a committee composed of board members and staff members. Copies of the job description should be available to the staff and should include the following:

--a defined time and method of staff evaluation

- responsibilities of the staff member
- employment benefits, including health insurance and retirement plan
- channels for complaints and suggestions

4. Staff members should be properly oriented to the goals and purposes of the program.
5. Provision should be made for continuous staff development through leaves for educational study, encouragement to attend professional conferences, institutes or workshops with allowance of time and full or partial reimbursement of expenses.
6. Provision should be made for a professional library for the staff.

ADMISSION POLICIES

A well defined procedure for admitting children to a child care center will lead to a smooth transition from home to center. The entire staff should be aware of the established procedures to avoid unnecessary confusion and to assist in answering questions regarding admittance.

Criteria for Admission. An intake study should be made, preferably by the social worker, to determine the needs of the child and family in order to establish whether or not this child would benefit from the kind of group experience he would get at the Child Care Center.

During this interview the following confidential information, which becomes a part of each child's permanent records, is taken by the person making the study.

- family history, general personal information
- child development history
- social history
- health information
- family income information (when fees are based on family income)

Intake Plan. After the interview with the social worker and the child has been accepted, the child and parents should again visit the center and tour the facilities. In addition, the director should arrange for the parents to:

- meet the staff
- meet other children and see the daily program in progress
- inform parents about the daily routine and any personal items the child might need to bring to the center
- finalize plans about the child's arrival time, who is bringing him and who is picking him up

--finalize arrangements for payment of fees

It is further recommended that one parent plan to spend the first day or at least a portion of it at the center with the child. Each child will adjust and make the separation from home quite differently. For some children it might be well if they could spend only a few hours at the center each day during their first week.

Close observation of the child by the center staff during the first days will offer clues to the child's characteristics, strengths and needs which will assist them in providing necessary attention during a crucial period and will allow the child to develop a close relationship with an adult outside the home.

GROUPING POLICIES

Children should be grouped in a way that will allow them to develop as individuals. For example, the shy five-year-old child who has had no previous group experience may be more comfortable in a four-year-old group of children. Other factors to consider might include the amount of space and arrangement of the center and the experience and professional preparation of the staff members. Age may be the best single criterion for initial placement of children in a group. However, a flexible grouping plan combined with continuous evaluation would allow for the movement of children to the group best suited for their developmental needs.

Ways to Group. Grouping possibilities based on children's needs would include the following:

1. Children of same age together. (Ex., all three-year-olds in a group, all four-year-olds in a group, or all five-year-olds in a group.)
2. Initial grouping by age with evaluation periodically to move children to a group that would allow them to develop fully.
3. Multi-age grouping which would have three-year-olds, four-year-olds, and five-year-olds or any combination of these together in one group.

Size of Group. It is recommended that each group have a full-time teacher and assistant. For centers with fewer than 10 children it is acceptable to have one full-time teacher provided there is another adult in the center at all times. The following are recommended numbers of children per group.

--three and four-year-olds	12-15 per group
--four and five-year-olds	15-18 per group
--five and six-year-olds	15-20 per group
--six and seven-year-olds	20-25 per group

BUDGET AND FINANCE

The child care center is a complex operation that requires

careful planning in order to operate in an efficient manner. Care should be taken to study all anticipated expenses and sources of income in order to maintain a stable operation. Costs vary enormously depending on the area of the state being served, so basing a budget on expenses in another community may not be realistic.

Sources of Income.

- public funds from local, state, and federal agencies
- local community chest
- voluntary contributions and special gifts
- individual agency fund raising campaigns
- endowments
- payment of fees by parents

Operating Expenses.

- salaries (including substitute pay)
- employee benefits (insurance, social security, etc.)
- staff training and development
- insurance
- rent (if applicable)
- building repairs
- utilities (electricity, gas, water)
- household supplies
- household equipment (repair and replacement)
- food
- educational equipment (repair and replacement)
- office supplies
- postage and telephone
- publicity
- auditing
- purchased services
- kitchen equipment

22 *Fee Schedule.*

- the maximum fee for the day care center service should not exceed the full per child cost of this service to the child and his family
- the fees should be based on a sliding scale considering the income as well as the size of the family
- the fees will be paid to the child care center director according to the arranged plan of payment

RECORDS

Children's Records. An adequate record system should be arranged and kept available for quick reference. Confidentiality must be respected; records should be shared only with staff members who have need for the recorded information. All records should add to the information relative to the care and education of the children and should facilitate carrying out the program. These records should include the following information:

- identification and responsibility data information for emergency use
- child's health records
- case record, including family background information, social history
- daily attendance record
- evaluation and progress record (This will vary but entries should be at regular intervals, kept brief and simple.)
- record of termination of service when child is withdrawn from program stating reason for leaving

Personnel Records. Records should be kept on all center employees and volunteers in order to insure that the children are cared for by persons in good physical and mental health. Additional records are necessary in order to comply with state and federal regulations regarding wages, taxes and social security. A basic record keeping system would include the following information:

Full-time and Part-time Staff.

- application, including name, address, phone number, education, experience and other qualifications
- clearances from references and reports from other employers
- personnel health record
- daily attendance record
- dates of employment and termination, also reason for termination
- periodic evaluations of performance

Substitute Staff Records.

--name, address, and phone number

--qualifications

--health record

--hours available

Volunteer Records.

--name, address, and phone number

--qualifications

--hours available

--health record

--special talents

Operational Records. Organization and administration of a program entails establishing a procedure for keeping records of the operation. The following should be included in this system.

--budget

--fees

--menus

--licensing and inspection data

--annual reports

RECRUITMENT

In order for a center to serve the community it is necessary for the community to know about the center's program, type of service and hours of operation. All centers should have a definite plan for informing the public of their services and project a plan for recruitment. Some suggestions that have been effective in some communities are:

--canvassing the community

--encouraging the parents to inform the center director of those who need service

--contacting persons in agencies and institutions such as county welfare department, family service agency, mental health agency, unemployment agency, public schools, and churches

--advertising in newspapers and on radio and television

--placing posters in stores, shopping centers, churches, schools and

doctor's offices

--sending letters to all places of business and industry informing them

--encouraging the staff to make referrals

--sending flyers to homes in the community

EDUCATIONAL PROGRAM

3, 4, 5, and 6 Year-olds

RATIONALE

The following proposal is not meant to be prescriptive. It is a suggestion of guidelines for child care centers which might be accepted, rejected or modified by the board of directors, staff, parents, and community, and young children as they are involved in it.

No program can be a good program for children if it is formulated in a set, rigid pattern. It must be flexible to change. Thus, the personnel in charge must be sensitive to what is best for the children, what is successful, and what new creative possibilities are open. A suggested program is a starting point from which the real program evolves. It is written only to provide a beginning, and it is assumed that as long as the program remains healthy, it will be in a state of constant change and modification.

It has been accepted by authorities in early childhood education that there are four major components of good programs for young children. These are the physical, social, emotional and intellectual facets. No one of these components of the program can be omitted or slighted without weakening the total program. It is possible, however, to emphasize those aspects of the program which seem to be most needed by a particular group of children. This emphasis can be accomplished within the structure of what is known to be basically good for all children, regardless of their backgrounds.

The above is the general type of educational program which this proposal describes. Current research indicated language development and cognitive development as areas of critical need for many children. Therefore, activities to foster language development and cognitive development are emphasized in this paper. Definite, detailed, careful planning for attaining clear cut cognitive-developmental goals must be planned. This does not mean a watered-down first grade curriculum. It does mean very carefully worked out plans for stimulation and activities to accomplish goals and not a generalized "leaving to chance" type of program. There are many program models being tested at the present time. Program planners in child care centers may choose to incorporate portions of some of these models into their own program as seems appropriate. A bibliography of Model Programs is presented in the appendix.

Within this framework, the following ideas are set forth.

STRUCTURE FOR THE PROGRAM

The educational program in a child care center should be an informal one. The experience of being a part of such a center should be a valuable experience of high quality in its own right, not just a preparation for public school or later life. The days of being a child should be cherished, not merely endured.

Thus the provision of a rich environment where learning grows from the interests of the child constitutes the basis for learning. The teachers introduce skills, material and ideas as the child's needs grow. She rotates the equipment and materials available and provides variety by having special projects and new opportunities.

It is also necessary that teachers provide the right combinations of choices of activity for a child. He needs the choice of an activity which he does alone, some of which are in small groups, and some in large groups. He needs quiet, semi-active and vigorously active pursuits. Above all, the teacher must plan for many differing activities to be going on at the same time and for children to have freedom to change from one activity to another. It is unrealistic when working with young children to expect that everyone will do the same thing at the same time and act as a group. Children need to have opportunities to make their own choices and proceed in their own way.

The teacher does not dominate the situation but she is clearly in charge. She intervenes when it is necessary or when she can expand the learning potential of a situation. Above all, she is tolerant of the noise and movement so vital to a healthy program for youngsters.

Nursery school teachers try to avoid interfering with what the child is doing. The goal is for the child to do all that he can for himself, to discover, and to learn self-confidence and independence. Teachers give assistance, guidance, and direction when it is needed.

It is essential that a person involved in the educational program in a center understand how the child learns and develops. The role of play, and the fact that the child learns through play, must be understood.

COMPOSITION OF THE RICH ENVIRONMENT

Indoors. It is usually best to arrange centers for certain activities or special interest areas. These clearly defined areas minimize friction between children engaged in various pursuits. Low dividers, peg boards, book cases, chairs, carpet, or simply arrangement of furniture can define areas. It should be possible for the teacher to see the children in all parts of the room.

Ideally, there should also be an open area large enough for indoor games and large-muscle activity.

Equipment is usually purchased gradually. Inexpensive or home-made substitutes can be utilized. The following is suggestive of desirable basics. It is not essential to have all of it. However, many valuable items could be added to the list.

Housekeeping Corner.

- mirror, full length 12" x 48"
- rocking chair
- sink
- stove, toy, wooden, 24" high
- set doll table and 2 chairs
- assortment of artificial fruit and vegetables
- telephones
- wooden ironing board and wooden iron
- miscellaneous - jewelry, shoes, handbags, hats, coats, dresses for play
- housekeeping sets, small size, including broom, dustpan, dustmop
- laundry set
- chest, for doll clothes
- cloth for doll covers
- cooking utensils, toy, assorted aluminum
- dish cupboard
- dishpans
- rubber baby doll
- dolls, unbreakable, white, Negro
- doll bed, big enough for children to curl up in
- doll carriage
- set doll dishes, regular size

Block Building Area.

- block attachments, steering wheels
- board, 6" x 3'
- set of unit type solid bldg. blocks including straight cut as well as circular and arched blocks
- large, hollow wooden floor blocks

Art Center.

- 2 double easels adjustable to child height
- 20 long handle brushes $\frac{1}{2}$ " to 1" thick
- tempera liquid paint in wide range of colors
- smocks
- large supply of newsprint approx. 18" x 24" for easels
- crayons, manila paper, white drawing paper, blunt scissors, semi-pointed scissors, paste, and glue
- construction paper of various colors
- playdough (1c flour, 1c salt, 1c water, 1t alum, 1t oil) often more usable than commercial clay
- finger paint in wide range of colors
- glazed paper for finger painting
- drying rack for paintings
- miscellaneous newspapers, yarn, ribbon, buttons, glitter, etc.
- colored chalk

Reading and Listening Center.

- child size table and chairs
- child size rocker
- adult size rocker
- book display rack with reachable books
- rug
- tape recorder, ear phones (2 or 3 sets)
- blank tapes
- tapes with children's stories pre-recorded (with a variety of speakers, many male)

- record player, records of children's stories
- some records with accompanying books so child can view illustrations as he hears the story read
- flannel board with stand
- felt material for creating characters
- felt or suitable material for characters of favorite stories
- pictures
- hand puppets

Table Games Center.

- child size table and chairs
- puzzles (wooden, varying from very simple with 4 to 6 pieces to the complex with 17 to 27 pieces)
- table blocks, wooden, some holed with wheels and dowels
- sensory box with variety of changeable items
- commercial pre-reading and language development games (pictures lotto, card games for matching pairs, dominoes, etc.)
- nests of rings, boxes
- beads, 1" wooden, colored for stringing, strings
- color cone

Science Center.

- table for display, and simple experiments, objects to be examined (should be changed frequently)
- aquarium, large
- bird feeding shelf and suet feeder
- cage for visiting pets, removable bottom
- cage for insects
- flower boxes
- magnets, bar, U, horseshoe
- magnifying glass (hand)
- magnifying glass (tripod)
- prism glass

Music Area.

- any instrument which the teacher, aide, or staff person can play (ex., autoharp, guitar, piano, ukelele, recorder)
- home-made instruments
- rhythm instruments - drum, triangle, tambourine, cymbals, maracas, tone blocks, rhythm sticks, bells, shakers
- dancing scarves, 5" x 3" sheers, colorful material
- record player - records

Special Centers which may not be used all of the time (closer supervision required)

- sandbox, movable, 24' high x 32' "square x 8" deep
- water play table with top
- electric hotplate, oven, popcorn popper, skillet for use in children's cooking experiences
- carpenter's workbench with 3" or 5" c-clamps; or 3 sturdy wooden tables on casters, with c-clamps or workhorses
- hammers, claw, 6 oz. to 10 oz. weight nails, large heads

- assorted sized sandpaper, fine
- saw, 12" crosscut
- wood, scraps, soft, mill ends
- miscellaneous: buttons, washers, corks, wire, nuts, hooks and eyes, spools, bottle caps

Transportation and Construction Play.

- large size, sturdy wood or metal:
bus - cars - tractor (farm) - trucks - airplanes - boats - fire engine

Physical Activity (as space permits)

- climbing pole, climbing rope, rope ladder
- balance beam
- mat for tumbling
- large, sturdy, coarse net for climbing (suspend from ceiling or wall)
- low saw-horses (type used by carpenters)
- jungle gym
- rocking boat
- climbing steps
- walking boards

Outdoors. Activities should be planned to be carried on both indoors and outdoors whenever weather permits. Teachers should be encouraged to plan outdoor time. The time the child stays outdoors needs to be regulated according to the temperature and severity of weather, but there are relatively few days in Indiana which are too severe for children to be outside for at least a brief period of boisterous play. It has been noted that the teachers must be encouraged to get outside, not the children.

Classrooms which have a separate outside entrance plus good visibility of the outdoor area from the classroom should be capitalized upon.

Many indoor activities can often be conducted outdoors. For example, painting, modeling, housekeeping. During pleasant weather, activities can be going on simultaneously inside and outside with children coming in if they choose or going out if they prefer to change activities. Both areas, of course, must be supervised.

Outdoor play areas should provide for both sunny and shady areas. Surfacing should be of several textures - hard surface for wheeled toys; grassy areas for other pursuits, and sand for creative play.

Natural elements such as are found in the woods are adaptable to a wide range of activities. Tree trunks, variations in level of ground, water, all lend themselves to creative play. The play area should provide raw materials which can be used in a wide variety of ways rather than stationary apparatus which can be used safely in only one fashion. An example is having an old row boat to stimulate imaginative play as opposed to a teeter-totter.

The following listing includes common standard equipment for use outdoors:

- wheeled toys - tricycles, wagons

- large, hollow wooden blocks, planks
- climbing apparatus of some type
- balls
- ropes
- large sand box with cover
- water play equipment, water
- digging and gardening area shovels, rakes, pails

GUIDELINES FOR SELECTING EQUIPMENT

There are many materials which are free or quite inexpensive which should not be overlooked when considering selection of equipment. The play potential of several cardboard boxes is extremely high even though the duration of use is short. The following basic principles should be considered in selection of commercial equipment:

1. The most used and useful items are those which can be used in many ways. Equipment which stimulates the child to use it creatively is far superior to equipment which allows no latitude for imagination and varied function. For example, blocks provide a wide range of experiences. A wind-up toy holds interest for a few minutes.
2. Every purchase should be carefully considered in terms of safety and usage.
3. Durability and easy maintenance under heavy usage are essential.
4. Equipment should not require the assistance of an adult. It should stimulate the child to become more independent.
5. The equipment should be large, easily manipulated, and as free from detail as possible.
6. Equipment should encourage cooperative play.

SPECIAL ACTIVITIES IN THE EDUCATIONAL PROGRAM

The teachers in Child Care Centers in addition to structuring the "rich environment" and rotating the activity centers offered, will have several additional responsibilities for the educational program. Some of these are described below.

FIELD TRIPS

Field trips are undertaken for a purpose. They require a time of preparation before the trip and consideration and follow-up after the trip. They can be one of the most valuable ways for enlarging a child's understandings of the world around him or they can be a waste of time. The value is largely dependent on the skill and planning of the teacher.

Children should have opportunities to formulate questions and know what they are going to look for on a field trip. The field trip should be undertaken when it is the best way of achieving understanding. An

example might be an exploration of "Where does milk come from?" Discussion, stories, pictures, all help the children acquire background information, which is needed before visiting a farm and actually seeing a cow being milked. Knowing how a cow sounds, how a cow looks, how a cow smells and how her coat feels gives depth to the concept. Discussion, drawing pictures, and molding clay, hearing stories, and records, and creative dramatics and role playing might follow the field trip.

The following are basic guidelines for field trips:

1. Choose appropriate field trips for the age group.
2. Teacher makes trial trip to determine safety, values, and how to proceed. She decides whether the trip should be undertaken. Some should not.
3. Parents should be notified of the plans and sign permission slips for their child to go.
4. Mode of transportation is determined and arranged.
5. Children and teachers formulate rules for behavior.
6. Provision is made for adequate number of adults to assist with supervising the group. The younger the children, the more adults needed.
7. During the field trip the teacher assists in guiding the children to get the most possible from the experience.
8. Upon return the teacher clarifies misinterpretations and provides media for follow-up.

READING STORIES

A wide range of picture books and story books should be provided for the children to use. These books should be rotated so that they are a constant source of interest for the children. Teachers should read to small groups of children as their time permits and as the children are interested in hearing the stories. A special daily "Story Time" for all children who wish to listen is a fine feature of some Centers' programs. These special Story Times are enhanced by use of flannel boards with characters from the story, puppets, or other visual materials. Preparation takes time but the children enjoy hearing the same story again and again.

Film strip stories, often with records, are also available from many libraries. They should be previewed for appropriateness.

SPECIAL PROJECTS

Special projects make the day-to-day educational program more vital and enrich learning experiences. They may offer opportunities which are seasonal such as planting flowers and vegetables and caring for them,

harvesting and cooking garden products, experimenting with snow and snow sculpture, etc.

Animals in the Center provide opportunities to learn about responsibility, food and reproduction. Children can learn about the basic requirements of life and the importance of dependable care.

Special cooking projects, which involve a few children at a time on one day or small groups on successive days so that everyone may have an opportunity to participate, provide rich learning experiences if the children are allowed to be vitally involved.

Games and rhythms are also important parts of the educational program. Traditional games and new games should both be taught and supervised.

Woodworking, crafts, and special art projects are vital to an interesting and rich educational program.

Many resource materials in the form of books, pamphlets, films and consultants are helpful in the constant search for new ideas and fresh projects. The time required to utilize these materials pays rich dividends in providing a well-rounded, educational program for children. Children who have interesting work and play opportunities to occupy them are happy children and discipline and control become much simpler.

Determining ways to provide this full, varied, interesting range of work and play activities in a group situation for children will differ from center to center, but the philosophy and general suggestions as outlined above are similar throughout the world.

HEALTH PROGRAM

Introduction

In communities of 50,000 or more where the child care program has established several child care centers and family child care homes, the services of a health coordinator may be the most feasible way of planning a comprehensive health program for children and their parents. Since many communities now have health science personnel it is advisable for these persons to be contacted regarding the services they would have available for child care programs.

OBJECTIVES

1. To determine the health status of children attending child care centers and provide for the correction of remedial problems.
2. To modify the children's health practices through a comprehensive instructional program for the children and their parents.
3. To provide facilities and equipment to insure healthful living at the child care center.
4. To prevent and control disease and provide emergency service for injury or sudden illness.

For purposes of planning and administration, three phases of the child care health program should be recognized, but the actual program should be an integrated and cooperative effort. These phases include (1) health services, (2) health instruction, and (3) environmental health.

HEALTH SERVICES

Activities directly concerned with the present status of the child. This phase involves medical/psychosocial screenings and examinations to identify children who need medical or psychological help. Operators and assistants should observe the children daily for incipient signs and symptoms of disease (mental and physical). Early referral of and follow-up procedures for ill children are essential during this phase. Health services include the following aspects:

Appraisal Aspects - multi-phasic physical and mental health screening; includes testing of vision and hearing; dental exam; urinalysis; blood tests and other selected laboratory tests; height and weight measurement; plus psychosocial (psychometric and sociometric) evaluation; and recording of child's nutritional status.

Preventive Aspects - admission standards; communicable disease control and emergency care procedures; required immunizations for diphtheria, pertussis, tetanus, polio, smallpox, measles, mumps; tuberculosis tests; re-admission standards.

Remedial Aspects - correction of remediable defects and practitioner services; parent conferences; assistance in adaptation to noncorrectable conditions; and coordination with community health program.

HEALTH INSTRUCTION

Planned activity to assist the children and parents in developing health practices--this phase of the health program would include (1) in-service training for child care center directors and their assistants, (2) instructional programs and seminars for the parents and (3) planned small group instruction for the children at the day care center.

The instructional program should be based around the following:

Major Organizing Areas

1. Caring for their bodies.
2. Developing mature personalities.
3. Building satisfying human relationships.
4. Assuming responsibility for their own health.

Specific Elements (Examples of)

1. Disease/Disorder Prevention - cover nose when sneezing, T.V. viewing (eye care), washing hands, dressing right for weather and activity, adequate sleep and rest, etc.
2. Nutrition - selecting snacks and breakfasts, reducing amounts of candy and sweets, tasting healthful foods.

3. Safety and First Aid - precautionary behavior regarding tornadoes, fires, civil defense warnings, home safety, bicycle safety, first aid for cuts, crossing intersections correctly, personal identity when lost, harmful substances in the home.
4. Dental Health - demonstrate proper teeth brushing procedures, how to detect a cavity, care and selection of tooth brush, etc.
5. Mental/Social Health - making friends, sharing, non-remediable health problems of friends, control of emotions, new siblings, correct names of body parts, being well groomed.
6. Consumer Health - rationale for immunizations, screening tests, and procedures; function of M.D. and hospitals, visiting the physician and dentist.

ENVIRONMENTAL HEALTH

Equipment and facilities available at the day care center to promote optimal health and healthful living.

Specific concerns in this phase include: isolation room, wash basins, essential hygienic supplies (soap, toothpaste, combs, wash cloths, and extra clean clothing), sleep rooms, showers/bath tubs, indoor/outdoor play equipment, drinking fountains, humidity/temperature control, first aid equipment and sick room supplies, approved fire and safety standards, etc.

HEALTH COORDINATOR

Ideally, the day care health program should be administered by a health coordinator with advanced training, education, and experience in school and community health education. A health coordinator would be responsible for the staffing, organization, and administration of health services, health instruction, and environmental health. This individual should provide the leadership for a comprehensive health program in a county or geographical section of the state.

PARENT PROGRAM

Introduction

Parent participation in a community's child care program should be dependent upon the expressed needs of families as they perceive them. The role of the social welfare delivery system would be to assist in the development of that perception and to provide the means by which those needs may be satisfied.

The programs and opportunities offered for parents should be limited to those having a favorable effect on the living conditions of their children in such a way as to provide for optimum emotional, physical, social and educational growth and development.

It is assumed that many adverse factors that affect children can be traced to the total family setting. It is also assumed that all families regardless of socio-economic condition have the potential to interfere with their children's "normal" total development. Therefore, it is believed that in order to provide comprehensive services to children, families must also be served.

PARENT INVOLVEMENT

The success of the child care program will depend greatly on whether or not the parents' views are incorporated in the planning and carrying out of the program. The program should make provision for the following:

- to provide times convenient for the parents to work with the program
- to provide opportunities for parents to observe their children in the child care center
- to involve the parents in decision making regarding the operation of the center
- to allow parents to assist in developing the program
- to involve the parents in the selection of the director
- to involve the parents in recruitment and selection of staff and volunteers
- to allow parents to initiate ideas for program modification or improvement
- to allow parents to participate in organizing activities for parents
- to allow parents to assume responsibility in communicating with other parents

PARENT PARTICIPATION

Parents may serve as employees of a child care center or they may serve as a part of the central staff of the local 4-C program. The nature of the employment would depend upon the training and skills of the parents. Emphasis should be placed on helping each parent develop more fully and provision made for upward mobility to a more responsible position.

Possible positions at which the parents could enter the program would include the following:

- classroom aides
- drivers
- cooks or kitchen aides
- maintenance employees

- community aides (liaison between neighborhood and center)
- clerical workers
- infant and toddler care-givers
- in-home care-givers

PARENT EDUCATION

Programs designed to enhance the development of good parenthood should be encouraged. Homemaker and family life courses could be offered at the centers on a voluntary basis. Suggested course offerings would include the following:

- consumer education
- food and nutrition
- clothing, manufacture and maintenance
- family planning
- family relations
- community resources
- health, hygiene and first aid
- grooming

JOB COUNSELING

Because the child care centers will be focal points in the neighborhoods, job information and assistance could be offered on an informal and formal basis. Provision of the service would depend upon the need in the community. However, since some parents will be using the centers while they are receiving training or looking for work, perhaps outreach programs could be offered by the agencies and organizations involved in WIN and New Careers.

FAMILY IN CRISIS

Center staffs and volunteers should be trained to make proper referrals to agencies in the community if the social worker is not available. Outreach programs should be encouraged by organizations such as Community Action Program, Legal Service Organization, Family Service Association, Mental Health Association or other agencies identified in the various communities.

PARENT RECREATION

The facilities of the center could be made available for clubs, hobbies, games and other social events depending upon the extent of the

regular program and available facilities. The programs would offer an opportunity to take full advantage of the capital invested in the centers by keeping them open in addition to regular hours of operation. Physical culture designed for weight control, the vitality and the total health of the parents could be provided.

Decisions on the type of recreational activity should come from the parent organization of the several centers. Departments of Parks and Recreation, YWCA, YMCA, settlement houses and community centers may be willing to provide staff for program development and operation.

CHAPTER III



AV Center, Indiana State University

INFANT AND TODDLER GROUP CARE

CHAPTER III

INFANT AND TODDLER GROUP CARE

Introduction

The pervasive attitude among educators, parents, pediatricians and other professional persons regarding group care of infants and toddlers has been to show deep remorse for a child subjected to this form of care. The data for making judgments about group care have been gleaned from studies of infant and toddlers in institutions, hospitals and foster homes, all of which provided for little more than meeting the child's basic needs of food, clothing and shelter.

More recently researchers have revealed some valuable information regarding the importance of such things as a regular mother substitute who shows deep concern for a child, a need for individualized care, a need for stimulation of a child's visual and auditory skills beginning at birth, and a need for children to be talked to and played with affectionately. Provided these requirements are met in a group situation, it appears that group care would not cause the damaging consequences reflected in institutionalized children. To date, research shows no negative effects related to short-term separation of mother and child with personalized care being provided for the child in a group situation.

Communities are urged to consider the possibilities of establishing infant and toddler group care inasmuch as this arrangement would be more constant for the young children than having the child stay with a grandmother, aunt or friend since these arrangements often mean frequent shifting of the child to a new situation every few days. Secondly, a planned group care setting for infants would involve planning by a team of professionals and provision would be made for adequate health, nutritional care and early stimulation.

A third point in support of infant group care would be related to convenience for the parents. Since group infant care could be included as a part of the child care center program, it would be much easier for the busy working parents who have children between the ages of three and five years as well as a toddler to arrange to pick up or deliver all of their children at one center. Time is usually a crucial problem for persons when making provision for their children and attempting to be at their place of employment on schedule.

A well planned program which involves nutritionists, pediatricians, social workers, nurses and educators who are constantly evaluating each child's progress is encouraged to assure that the infants and toddlers do not suffer any negative effects.

ADMINISTRATION AND PERSONNEL

The infant and toddler group care program may be a part of a child care center program that includes children through age six or it may be an autonomous operation; the administrative structure would be developed in the same manner as suggested for the child care center. Since infant and toddler care requires different skills and knowledge than care of children from three to six years of age, it is suggested that the infant and toddler program have a coordinator who is responsible to the director of the center if the operation includes more than twenty-five infants and toddlers. For smaller operations, the director could serve a dual role. Therefore, consideration should be given to the director's knowledge and professional preparation as suggested in the following paragraphs.

COORDINATOR OF INFANT AND TODDLER GROUP CARE PROGRAM

The person in charge of organizing and administering this program will work with the director, board and staff of the child care center and is responsible for assisting in coordination of the total program as well as developing the program for infants and toddlers.

Educational Background. Preference should be given to a person whose formal education includes professional training in nursing, early childhood education or child development and child psychology at the college level or equivalent experience and training.

Personal Qualifications. The personal qualifications of the person coordinating or directing the program for group care of infants or toddlers should include:

- administrative and leadership abilities
- knowledge of physical, emotional and intellectual needs of infants and toddlers
- good physical and mental health
- a willingness and ability to work with other professionals and staff members in planning and evaluating the program
- a willingness to keep close communication with each parent regarding his child

Responsibilities. The coordinator or director will have responsibilities based on the structure and philosophy of the program for which he is responsible. The following suggestions are possibilities for areas to be included under this person's supervision.

- to develop with the staff the comprehensive health, nutritional, safety, and intellectual stimulation components
- to determine staff needs
- to arrange mutually agreeable staff assignments
- to assist in recruiting staff

- to make provision for systematic and comprehensive record keeping
- to see that two-way communication between home and center is maintained
- to see that adequate supplies are always available in order to assure a safe, healthy and stimulating environment
- to provide pre-service and in-service training for those assisting in giving care
- to assume major responsibility for food services and work with cooks
- to assure confidential handling of records
- to meet regularly with board of directors and entire staff
- to collect fees and maintain budget reports
- to share in community related activities and interpret objectives of the program to the community

HEAD NURSE-TEACHER

The head person with infants and toddlers may be referred to as a nurse-teacher inasmuch as the needs of children from birth to three years require the skills of a person who can provide for the health and nutrition of a child as well as someone who understands how a child learns at this age.

Educational Background. If the infant and toddler program has a director with extensive professional training the head nurse-teacher may be a person with experience in working with infant and toddlers who has had little formal preparation. When the infant and toddler program is under a director who is responsible for a center for children from birth to six years of age, the head nurse-teacher will hold a more responsible position and preference should be given to a person who has had formal preparation in nursing, child development or early childhood education.

Personal Qualifications. The personal qualifications would be the same as those suggested for the coordinator or director.

Responsibilities. If the head nurse-teacher is serving in lieu of a coordinator, she would assume the responsibilities suggested for the coordinator. When the program is staffed with a coordinator, the head nurse-teacher will be free to perform the following duties.

- to assist care-givers in gaining more proficiency in working with infant or toddler in the group
- to assist care-givers in determining the needs of each infant or toddler in the group
- to participate in developing and maintaining records
- to communicate with parents

- to confer with other members of the professional team regarding problems
- to guide planning of the program for the children
- to maintain an adequate supply of equipment and arrange for rotation of equipment in order to offer children new experiences
- to maintain safe and sanitary conditions in center
- to prepare food, plan feeding schedules with the care-givers

CARE-GIVERS

The care-givers are assistants in the infant and toddler program who hold a very responsible role. Infants and toddlers need individualized care from a warm loving person and should not be subjected to a constant changing of care givers. Therefore, it is important for care-givers to be dependable and genuinely committed to their assignment.

Educational Background. Preference should be given to persons who have a high school education with practical experience in caring for young children (i.e., aide in hospital).

Personal Qualifications. Since the care-giver will be the person spending most of her time in direct contact with the infants and toddlers it is important that she exhibit the following:

- relatively high level of basic skills in reading and writing (in order to chart information and read instructions, etc.)
- good physical endurance for constant activity throughout the day
- good health in order to avoid exposing children to disease or germs
- emotional stability to withstand the strain of having one's work evaluated by a professional staff
- willingness to take suggestions when changes are needed
- alertness to cope with emergencies
- ability to talk with parents, staff and visitors and to exercise good judgment in what is discussed
- potential for increasing skills through observation, conferences, practical experiences, study and other sources

Responsibilities. The care-givers are the assistants on the staff and most crucial in assuring continuity and quality in the infant and toddler experience in group care. They assume responsibility for the following:

- giving continuous attention to physical, emotional and intellectual needs of infant and toddlers
- being constantly alert to physical safety and well-being of the children

- dressing, bathing, talking, feeding, comforting and playing with each child assigned to him/her
- arranging room and materials to make an interesting and stimulating environment
- observing changes in child's development and planning new experiences to meet these needs
- maintaining clean room and equipment at all times
- assisting with record keeping of each child's progress
- interpreting program to visitors
- answering questions of professional staff
- exchanging information with parents and other staff members

COOK

The cook would have the same qualifications and responsibilities as suggested for the cook in the child care center program. Due to the differences in the diets of children from birth to three years of age, the types of food to be prepared would be different.

THE PROGRAM

The program for infants and toddlers should provide for adequate health and nutritional needs, insure safe care and foster intellectual, social, emotional and physical development. Each child should enter the program at the time when he is able to relate to a substitute mother. Therefore, setting age alone as the criterion for admission may not be in the best interest of the child. Most authorities on infant care agree that a primary attachment should be formed before an infant is able to relate to a mother substitute. In some cases the mother will not be able to provide this kind of relationship; therefore, a care-giver with a personalized interest should be responsible for the infant in the center.

For reaching his full potential, an infant has the need for differentiated experiences. Inasmuch as children of the same age vary greatly in their level of maturing, it is suggested that the specific experiences and forms of stimulation be carefully planned for each individual. The following ideas should be considered when planning a program for infants and toddlers.

Talking to An Infant. Language is likely to develop more adequately if the infant hears spoken words. As the adults in an infant's life talk to him, he develops a feeling about others. He responds and learns to interpret the responses he elicits. Words begin to take on meaning and he learns to identify objects and is eventually able to substitute a word for the object that is not present in his immediate environment. It is, therefore, imperative that an infant and toddler program provide many opportunities for care-givers to use language with all children.

Physical Contact. Action promotes mastery of development. For reassurance the infant needs to be cuddled or held closely. When an infant feels safe, he will be stimulated to explore his environment and test his own skills. Care-givers need to provide the physical contacts that influence an infant's mental processes and encourage him to explore.

Consistency and Regularity. An infant or toddler needs some consistent contacts. He develops by adding small portions of the unknown to those things that are understood. It is crucial for a center to have a permanent staff in order for the infant to avoid adjusting to numerous new personalities. Also, changes in routines and adding new equipment should be done on a gradual basis.

Variety in Experiences. New experiences and activities should be introduced on a regular basis. Usually the same activities over a long period of time offer little challenge. In order to sharpen perception and to develop new interests, a program which gradually offers new experiences is advisable.

Variety in Toys and Equipment. Variety in types of toys creates a variety of responses and develops all senses. The program should include toys that foster physical development, sensory development and intellectual development.

Space for Action. Infants and toddlers need space for movement and exploration in an atmosphere that affords a feeling of both freedom and protection. A facility for infants and toddlers should be planned with this condition in mind.

Limits Appropriate to Age. An infant is born with the capacity to develop the ability to cope with problems and gain self control. It is important to set controls that are neither too severe nor too lax in order for the infant to find what is required for him to adapt to the environment.

Adequate Nutrition. For growth and physical health, the infant needs sufficient nutrients. The center should work closely with parents and nutritionists to provide a wholesome diet.

Prevention of Illness. Careful planning of sanitary conditions in a center will prevent spread of illness. Other precautions for physical well-being would include immunizations.

EQUIPMENT/SUPPLIES FOR INFANTS AND TODDLERS

Furnishings

- strollers, single and twin seat
- clothes hamper
- nylon carpets (5' x 6', for easy laundering)
- wall clock
- small electric clocks (with alarms to be used as reminders)
- safety gates
- cushions, plastic
- record player
- autoharp

- cribs
- crib mattresses
- rockers, adult and child size
- playpens
- training chairs
- baby walker
- high chairs
- play and feeding tables
- painting easels
- book display stands
- pegboard screens
- foldaway storage units
- portable play fence

Linens and Supplies

- crib bumpers
- fitted crib sheets
- mattress pads
- lap pads
- crib blankets
- receiving blankets
- bath towels
- washcloths
- hand towels
- dust covers (to cover cribs during cleaning of room)
- bibs
- iron-on labels
- diapers (suggest using local diaper service)

Toys for Motor Activities¹

- plastic block cubes
- child-size doll carriage
- child-size doll bed
- doll bedding
- dolls
- rocking horses
- kiddie cars
- walker wagon
- rocking boat
- rocking beauty
- indoor gym house
- doorway gym bar
- hollow blocks
- scooters
- wagon

¹ Source of Infant and Toddler equipment, Creative Playthings

- tricycles
- infant bathtub (for water play)
- go-cart
- unit blocks
- trucks and cars
- pounding bench
- pull toys
- telephones
- woolly lamb

Manipulation Toys

- puzzles
- stacking pyramid
- prisms
- texture balls
- flex-u-pet
- foam blocks
- thumper and drum
- roll-a-wheel
- roly-polys
- junior lock box
- gear-go
- balance toy
- cloth bricks
- threading spool
- box and ball
- hammer ball
- nesting boxes

Crib Toys

- crazy roll
- five-finger exerciser
- infant chime mobile
- reflectmobile
- rainbow twirler
- gum yum teether
- jack-the-giant teether
- bear, washable
- puppy, washable

Outdoor Equipment

- swing, bucket seat
- sand boxes
- lawn umbrella, (to shade sand)
- slide, toddler size
- hollow tiles, large size painted with acrylic paint (for crawling)
- balls
- sand toys
- tricycles

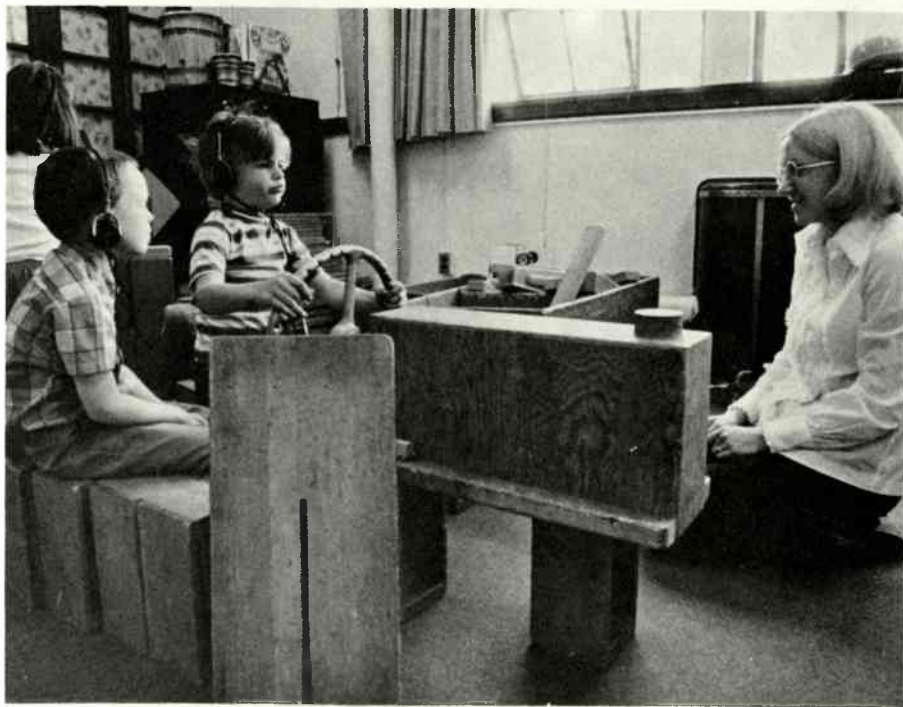
Audio-Visual Materials

- books
- records

- record player
- picture
- filmstrips
- filmstrip projector

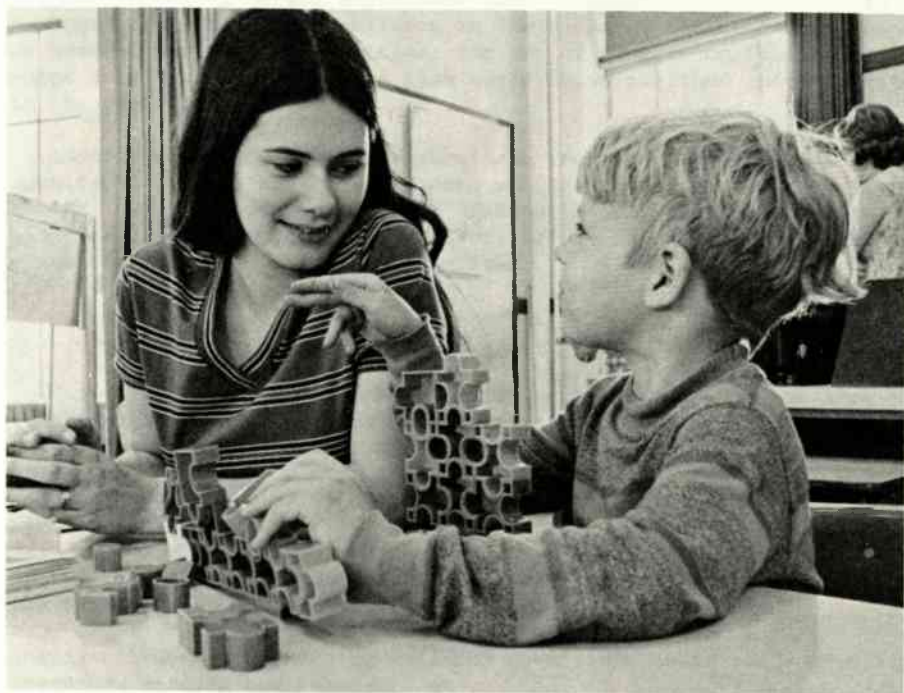
Supplies

- cotton balls
- kleenex
- baby powder
- baby ointment
- baby soap
- uniforms, for staff members



CHAPTER IV

THE CHILD CARE HOME



AV Center, Indiana State University

CHAPTER IV

THE CHILD CARE HOME

Introduction

The child care home provides care for children in a home and is sometimes referred to as family child care. Those who provide this service are mothers who wish to care for other people's children in their homes. As a part of the comprehensive program each child care center should have several homes in close proximity to the center to provide this service for children under three years of age (if the center does not provide infant and toddler care), for children not ready for a group experience and who need much individual attention in order to develop fully or for children with physical handicaps that would prevent their functioning successfully in a center. When child care homes are near the child care center it is more convenient for parents who have children being cared for in both places.

By having child care homes near a child care center better coordination of the two programs could take place. Mothers operating child care homes could bring the children in their charge to the center for some special enrichment activities, for use of playground facilities or perhaps a book and toy exchange plan could be established in conjunction with the center.

Additional child care homes should be located in other areas of the community to provide care for children who are not in close proximity to a center. Many parents do not have transportation, nor do they live near public transportation facilities. Every effort should be made to avoid neglect of isolated children and families.

CRITERIA FOR SELECTION OF A CHILD CARE HOME MOTHER

The child care home mother is an influential person in the life of the children in her care. She should reflect the following qualities or should indicate a willingness to become an individual who is:

- energetic and has time to care for other people's children as well as her own family
- dependable and willing to respond in a warm understanding manner to the needs of the children in her care
- cognizant in ways of helping children meet their basic needs of eating, dressing, bathing and resting
- capable of providing a good model for language development through responding to the ideas of children, encouraging children to talk, listening to children's stories, taking time to show a genuine concern

for children's questions and thoughts and having fun with verbal
interplay between children and adults

- capable of providing security in the environment by being predictable
in her responses to children yet offering a variety of stimulating
experiences for children
- cognizant of sanitary conditions for care of toys and aware of pre-
cautions necessary to prevent spreading of colds and infections
- aware of the value of various kinds of play equipment for the growth
of the child
- aware of the need for children to have quiet moments alone as well
as time for interaction with their peers
- aware of the possible accidents that could occur and capable of pro-
viding constant supervision to prevent accidents

RESPONSIBILITIES OF THE CHILD CARE HOME MOTHER

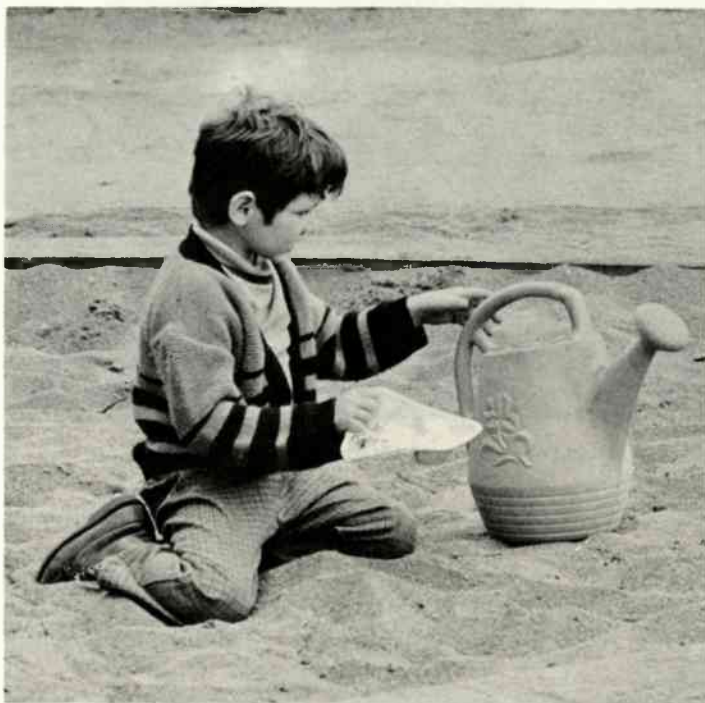
When a mother provides child care home services as a part of the
comprehensive program, it is essential that responsibilities be clearly
defined in order to assure continuous high quality care for the children.
Suggested responsibilities are :

- to participate in a program for self-development in becoming more pro-
ficient in caring for children
- to cooperate with various service agencies in meeting the total needs
of children and their parents
- to plan with each parent regarding his child's eating, resting, and
play interests
- to keep each parent informed about his child's daily activities
- to plan experiences for children appropriate to their level of develop-
ment
- to provide regular services for agreed upon hours
- to assume responsibility for taking care of necessary financial ar-
rangements agreed upon with the program
- to keep records essential to the operation of the program
- to carry out the health and safety components established for the
comprehensive program
- to administer the child care home in accordance with regulations
specified by state and county ordinances

OPERATING PROCEDURES

The operating procedures for the child care homes may vary according to the size of the community, the number of participating homes, the administrative structure, and other diversities unique to individual communities. In large cities the program may have several child care centers with child care homes nearby--sometimes referred to as "satellite" homes. With this arrangement the Board of Directors for each center would be responsible for developing policies and administering the child care home program.

In communities of lesser population the social worker or another qualified individual could coordinate the entire child care home program. Every precaution should be taken to establish lines of communication between the child care homes and child care centers and to include mothers participating in the child care home program in in-service training activities.



CHAPTER V



AV Center, Indiana State University

BEFORE AND AFTER SCHOOL PROGRAM

AND VACATION CARE

CHAPTER V

BEFORE AND AFTER SCHOOL PROGRAM AND VACATION CARE

Rationale

Children from 5 to 13 years need care and protection during out-of-school hours and also need the opportunity to pursue a wide range of both educational and recreational activities that will offer stimulating experiences for healthful and optimum development.

Working parents are often troubled about their child's welfare during the periods of the day when he is not in school. Leaving him alone in an empty house offers a lonely existence for the child. Boredom and/or curiosity set in and may then bring about unfortunate mishaps. In their attempts to solve this problem, parents frequently seek out close neighbors or ask relatives or friends to care for their children. Many children are left in the care of older brothers or sisters. Sometimes these plans work out very favorably for all concerned. Sometimes the arrangement is not a satisfactory one, especially for the child. Some children who have been in school all day need the time after school to "let off steam" and enjoy a period of active, vigorous play. Other children may need this time to enjoy a quiet, restful atmosphere after having been in group situations with other children all day. Neighbors and relatives often do not understand the needs of the children in their care. They are often busy with household chores or personal interests and cannot provide special activities for the children. They often expect too much of children; that is, they want the children to come, find something to do, and be quiet. Leaving children to their own devices often leads them into trouble, which may result in the administering of some form of punishment. This, too, is of great concern to the parent. Unjust or too rigid discipline creates an unwholesome atmosphere and very often children dread and even fear being cared for out of the home.

For obvious reasons it is desirable to have school-age children cared for in a program at a child care center, in a school facility or in homes in the neighborhood where the children live. A provider of care may be a public or non-public agency or organization, a small independent operator, or a big business operating many centers in many places, as well as a business which serves only its own employees, or labor unions.

A child care center which can provide a richer setting of equipment, materials and facilities than homes can provide will be attractive to children. Parents can bring their children to the center each morning and know that they will be cared for until school time and that the children can return after school to a place where they will be welcomed and feel secure. This arrangement provides a wholesome situation which is pleasant for the children and their parents.

Care for school-age children in their own neighborhoods may be provided either in family child care homes or by a "block home unit." The

"block home" arrangement differs from the family day-care home by allowing the child assigned to the "block mother" more freedom. The "block unit" system is aimed primarily at the older child and has a greater resemblance to the natural home situation where a child comes home from school and then goes out to play in the neighborhood with his friends or participates in some community-sponsored after-school program. He is not limited to a yard or play space but is permitted controlled freedom by the "block mother" who provides a base of safety and responsibility for the child's whereabouts, without stifling him.

Some children, particularly younger school children, may be better cared for in a family child care home. Being with many children all day long at school in a group situation is enough for some children. Closer contact with a mother-substitute or an adult in a family home situation fills this need. The family child care home can also accommodate the child who is ill or children who need a more natural home-like environment which has a greater resemblance to the same kind of life they would have at home, possibly with the companionship of their own brothers and sisters. It would be a "second home" where they would know they were wanted and that someone was there to help them and protect them. The number of children should be limited to four or five, including the mother's own.

Some children from every economic and social level may need child care services. In addition to children whose parents are employed, there may be other children from homes where, even though the mother is there, the environment may be such that they would benefit from an after-school program. The program should be made available to any child needing it and who could benefit from it as determined by a referring source such as a principal, social worker, probation counselor, etc. The actual intake would be done by a social worker responsible for the child care center, block home unit, and family child care home for a particular area.

The program in different communities will vary according to the needs in the community and according to the children served. It is not thought of as simply providing a baby-sitting service, but rather an educational-recreational enrichment program which is flexible enough to encompass the interests, abilities, and needs of all the children it serves. It may include some of the same elements that comprise municipal or private agency recreation programs. Tutorial and enrichment programs may also be included in after-school care. Such services from community and school groups that already offer them could be arranged for by the child care center. Coordination with all community programs is highly desirable. Very often the leader can work out a cooperative arrangement with other existing recreational and service organizations such as:

- a. Community centers near the child care center.
- b. Civic-sponsored organizations--Boy Scouts, Girl Scouts, YMCA, YWCA, Cub Scouts, Brownies, Boy's Club, Four-H Clubs.
- c. Public school tutorial or enrichment programs.
- d. Recreation centers.
- e. Summer playground and recreation programs.
- f. Public and school library clubs and programs.
- g. Other special hobby clubs and organizations.

Community groups often sponsor special children and youth programs, concerts, films. Sometimes a local art museum or music club offers

special exhibits or attractions designed especially for children. All of these programs as well as short trips and longer excursions can become a part of the after-school program.

The after-school care program might provide these enrichment elements at the child care center. In this case it is highly desirable that the center provide a special place for the older children to pursue their interests although it need not be restrictive in the separation of groups. Many older children, especially girls, will enjoy the contact with the younger children and at times may even help supervise the activities and care for the smaller children.

A wide range of activities which would meet the needs and interests of all the children should provide a balance of experiences for opportunity to engage in active or quiet play, group or independent activities, intellectual pursuits, and physical kinds of activities. With such a flexible arrangement, children may group themselves according to their interests, age, or sex, and thus will be more inclined to whole-hearted participation in their pursuits. While some parts of the program may have to be routine, the opportunity for children to make choices should be afforded whenever it is feasible.

The program is not expected to be a continuation of the child's school day although tutorial services may be made available for some children who need help with school work. The activities that school-children seem to enjoy most consist chiefly of physical expression. Arts and crafts, woodworking, games, music and rhythm, creative dramatics, nature hikes, gymnastics, organized sports, etc., are some of the activities appropriate for an after-school program.

While some children may prefer to engage in active kinds of play, especially outdoor organized games, others may prefer, and should be allowed, the more solitary activities where they can be alone to read or engage in quiet play with puzzles and games, or become involved in creative expression through art media. A flexible program will provide for the striking individual needs of each child and allow for individual activities as well as planned and/or spontaneous group activities.

Persons with special talents or interests will want to be invited to come and demonstrate or get children involved in a special hobby, project, or activity (coin collecting, photography, soap, or wood carving, piano lessons, sewing, cooking, etc.). Older teenagers frequently have special hobbies they can share with the younger children. Many high school students play various musical instruments and would enjoy being asked to come to the center to entertain the children.

The before-and-after school program must also take into account the nutritional status of the children it serves. Behavior problems and sometimes learning difficulties are frequently related to malnourishment or poor eating habits. Most children need a nourishing supplement of food after a full day at school. Depending on their individual needs, some may need breakfast in the morning when they arrive or an evening meal. Where lunch is not provided at the school, it may be necessary for some children to return to the center at noon for their lunch. Feeding arrangements can be made at the initial conference with the parents when children are enrolled in the program.

GROUP LEADERS

The number of leaders and "other adults" working with the before and after-school program will depend, of course, upon the size of the program. More leaders will be needed during vacation periods, summer programs, and for weekends; however, it is recommended that there be a group leader for every 20 children in the school program. One or two volunteer assistants should be available to help the leader.

Leaders of school age children should have a broad knowledge of childhood and training in social group work or elementary education. Suggested guidelines for the selection of leaders include:

1. Leaders need to be mature, sensitive adults who will serve as models for children.
2. Men counselors or leaders are desirable in order for children to identify positively and wholesomely with the masculine figure.
3. Leaders should have broad knowledge of childhood and experience with multi-age groups of children.
4. Leaders should have firm and clear disciplinary expectations for children; however, there is no place for humiliating threats or physical punishment which are damaging to the child's image of himself.
5. Leaders must be able to express personal interest in children, have respect for children's abilities, and be able to communicate with them on their level.
6. Leaders must have knowledge and understanding of the cultural pattern of the local community.
7. Leaders should be able to work as a team with other persons including parents of children.
8. Leaders should be receptive to on-the-job training, meeting regularly with a variety of specialists (physician, psychiatrist, school guidance counselor, recreation specialists, social workers, etc.).

The use of volunteers in the school program is a very vital component. Persons from the neighborhood can communicate more readily and relate more easily to the children. Volunteers from the community at large or tapping the human resources of a local college or university may bring special talents and skills to the center. These individuals working in the program offer greater opportunity for the children to identify with stable, wholesome people to whom they can confide their inner joys and sorrows. Children need an understanding and listening adult to help them solve their difficulties and problems. The leader of the before-after-school program will want to draw upon all of the resources in the community to supplement the program. Parents, as well as other individuals throughout the area, will provide a rich reservoir of talent from which to draw.

Through close cooperation with the children's school teachers, special school interests or projects can be further extended during the after-school program. Children's strengths and weaknesses can be identified and a cooperative effort can be made to assist the child in his learning. As stated previously, the after-school program is not to be thought of as an extension of the school day; however, some children may need help with school work. The center may be able to work out a special program for these children.

PARENT-CENTER RELATIONSHIPS

The after-school program in no way will usurp the parents' responsibilities for the care, education, and welfare of the children it serves; rather, it will support the parents in carrying out their responsibilities and supplement their role when appropriate. The home, school and child care center may be thought of as a triangular relationship where information and guidance of the child flows among the three by an established channel.

An active parent program in which parents are looked upon as partners is recommended. Through continuous, close contact with the center the parent can keep informed about the child's growth and progress. The child's teacher and/or the school guidance counselor also should be recognized as part of the team to share and receive information and knowledge as well as problems with parents and child care center group leaders.

Social activities should be arranged for families of children enrolled in the school program. Children should be given the opportunity to participate in and to see their parents, teachers, and leaders joining together in social activities in a fun-filled atmosphere where happiness is the climate.

Working parents find it difficult to attend night meetings and very often special times have to be arranged (sometimes meetings are scheduled on Sundays) in order to get parents to respond to social affairs as well as conferences and meetings. Every effort should be made by the center to involve the parents in the activities of the center.

In order for parents to have complete knowledge of how the before-after school program is operated and to understand fully their own responsibilities toward the program, they should be counseled by a responsible agent representing the child care center. This person may be a volunteer community-aide who works as a liaison between the home and center or he may be the social worker or a member of the child care staff.

Intake procedures, transportation, fees, time schedules will be vari-ously determined according to the regulations set forth by the center. These are aspects about which the parents will need to be informed. Parents will need to be advised in clear and understandable terms as to what is expected of them. In turn, they should know exactly the nature of the services the child care center provides. This mutual understanding between the parents and child care center staff concerning the child's enrollment and participation in the program will provide a framework in which the parents can be assured their children will be well cared for and that they can be separated from their children without worry or feelings of guilt.

VACATION AND HOLIDAY DAY CARE

A full child care program for vacation periods and holidays is needed to provide care and protection of young children. Such a program will offer opportunity for recreational, educational and cultural enrichment. Whenever possible it is desirable to coordinate the child care program with an already existing program. Summer day camp programs in some communities offer many of the same desirable components as the child care program; care and protection of the school child as well as recreational and cultural enrichment.

In many communities during vacations and summer the public schools offer special tutorial and/or enrichment programs and park or recreational departments may provide supervised playground activities. Public libraries and recreation centers frequently have their own unique programs which offer enrichment and recreational activities.

Block mothers and the family child care home may also provide care for school children during the vacation periods and summer. If possible it would be desirable to combine the block mother and family home type of care with the day camp program or with one of several other community or privately sponsored programs in order to give the child care program more variety, depth, and meaning.

SUGGESTED ACTIVITIES FOR BEFORE AND AFTER SCHOOL PROGRAM

Active Group Activities

- outdoor sports (baseball, football, dodge-ball, kick-ball, tennis, swimming)
- group games
- creative dramatics
- music and rhythm activities
- group singing
- gymnasium activities
- woodworking
- blockbuilding and construction
- outdoor play (supervised)

Quiet Individual and/or Group Activities

- table games (individual and group) such as Monopoly, Sorry, etc.
- puzzles (jigsaw)
- library center (reading, browsing with books)
- story telling
- hobby pursuits (photography, building models, collections)
- arts and crafts (woodcarving, painting, soap sculpture, collages)
- writing Newsletters
- creative writing
- science projects
- sewing, cooking, charm classes

Special Events for Total Group

- nature hikes
- trips (to museums, circus, library, places of interest)

- all-day excursions (state park, historical shrine)
- concerts
- films
- special talks, demonstrations, exhibits
- seasonal parties and events



CHAPTER VI

IN-HOME CARE



AV Center, Indiana State University

CHAPTER VI

IN-HOME CARE

Introduction

Children may need care in their own home for a short time due to illness or an accident. Some may need care for a longer period of time for convalescence from a serious illness and still others may have permanent disability that prevents them from being cared for in a center or child care home. These children will need the services of a person willing to come to their home.

IN-HOME CARE-GIVER

The person who gives care to a child who is confined to his own home will need to be free to go to the homes of others on short notice in a manner similar to a substitute teacher. This person will be performing an especially important task since children who are ill or disabled often need extra encouragement and comforting.

Qualifications

- is dependable and willing to give child essential care
- is understanding of special problems that may exist
- is not distressed by illness or abnormal conditions
- is willing to take an assignment with little previous notice when child becomes suddenly ill

Responsibilities

- to follow parent's careful directions regarding ill or injured child
- to spend time at bedside of confined child and participate in simple games or read stories to the child
- to keep parents informed of child's condition or to report any unusual signs that occurred during the day
- to keep child care center informed of any change of address or telephone number in order to keep records up-to-date

OPERATING PROCEDURES

Each child care center should have a registry of persons available for in-home care. The parents could call the child care center when in-home care is needed or they could contact the care-giver directly.

Policies regarding the procedure should be flexible depending on the circumstances existing in the various families. If parents do not have telephones and there is only one adult in the home, it is difficult for them to leave an ill child and make several telephone calls to secure assistance. However, caution needs to be exerted to prevent assuming too many of the parent's responsibilities.

RECRUITMENT OF CARE GIVERS

There are many persons in every community who will be willing and capable of providing adequate care for a child in his own home. When a child care center prepares a registry of persons willing to serve in this capacity, they could consider the following:

- senior citizens
- high school drop outs
- persons wanting part-time employment



BIBLIOGRAPHY

For Child Guides And Supervisors

1. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th St., New York, New York 10019. 1946.
2. **WELLS, E. M.** *EXPANDING SPACES FOR CHILDREN.* Doubleday 1951. Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
3. **WELLS, E. M.** *CHILD WELFARE: A GUIDE FOR THE DEVELOPMENT OF DAY-CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
4. **WELLS, E. M.** *CHILD WELFARE: A GUIDE FOR THE DEVELOPMENT OF DAY-CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.

Educational Materials

1. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019. **APPENDIX A** 1946.
2. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
3. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
4. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
5. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
6. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
7. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
8. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
9. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
10. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
11. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
12. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
13. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
14. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
15. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
16. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
17. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
18. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
19. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.
20. **WELLS, E. M.** *HOW TO ESTABLISH AND OPERATE DAY CARE CENTERS FOR YOUNG CHILDREN.* Child Welfare League of America, Inc., 120 West 46th Street, New York, New York 10019.

BIBLIOGRAPHY

Day Care Guides And Standards

Boguslawski, D. B. *GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN*. Child Welfare Leagues of America, Inc., 44 East 23rd Street, New York, New York 10010. 1966.

DAY CARE: AN EXPANDING RESOURCE FOR CHILDREN. Booklet J-51. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1965.

PARENT AND CHILD CENTERS: A GUIDE FOR THE DEVELOPMENT OF PARENT AND CHILD CENTERS. Office of Economic Opportunity. Parent and Child Centers, 1200 19th Street, N.W., Washington, D.C. 20506. 1967.

Educational Standards

Almy, Millie, *YOUNG CHILDREN'S THINKING*. Teachers College Press, Teachers College, Columbia University, New York. 1966.

Baker, Katherine Read and Fane, Xenia F. *UNDERSTANDING AND GUIDING YOUR CHILDREN*. Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 1967.

Bland, Jane Cooper, *ART OF THE YOUNG CHILD: 3 TO 5 YEARS*. 2nd edition. Museum of Modern Art, Doubleday, Garden City, N.Y. 1960.

Christianson, Helen M., Rogers, Mary M., and Ludlum, Blanche. *THE NURSERY SCHOOL: ADVENTURES IN LIVING AND LEARNING*. Boston, Houghton Mufflin. 1961.

Croft, Doreen. *RECIPES FOR BUSY LITTLE HANDS*. R. D. Reed Publisher, 18581 McFarland Ave., Saratoga, Calif. 1970.

Hammond, Sarah, Dales, Ruth J., Skipper, Dora and Witherspoon, Ralph. *GOOD SCHOOLS FOR YOUNG CHILDREN*. The Mac Millan Co., 60 Fifth Avenue, New York 11, New York.

Heclinger, Fred M., (ed.) *PRE-SCHOOL EDUCATION TODAY*. Doubleday and Co., Inc., New York. 1966.

Hallender, Cornelia. *PORTABLE WORKSHOP FOR PRE-SCHOOL TEACHERS*. Doubleday and Co., Garden City, N.Y.

Hoover, Francis Louise. *ART ACTIVITIES FOR THE VERY YOUNG*. Davis Publications, Worcester, Mass. 1961.

Hymes, James, *TEACHING THE CHILD UNDER SIX*. Chas. F. Merrill Co., Columbus, Ohio. 1968.

Read, Katherine, H., *THE NURSERY SCHOOL* Fifth Edition. W. B. Saunders Company, Philadelphia. 1970.

Taylor, Katherine Whiteside. *PARENT COOPERATIVE NURSERY SCHOOLS*. Bureau of Publications, Teachers College, Columbia University, New York. 1954.

Todd, Vivian Edmiston and Hefferman, Helen. *THE YEARS BEFORE SCHOOL*. Macmillan Co., New York. 1970.

Wann, Kenneth D., Dorn, Miriam, Selchen, and Liddle, Elizabeth Ann. *FOSTERING INTELLECTUAL DEVELOPMENT IN YOUNG CHILDREN*. Bureau of Publications Teachers College, Columbia University, New York. 1962.

Child Development

Dittmann, Laura (ed.). *EARLY CHILD CARE: THE NEW PERSPECTIVES*. Atherton Press, 70 Fifth Avenue, New York, New York 10011. 1968.

Gibbons, Ira L., D.S.W. *DAY CARE: A MENTAL HEALTH INTERVENTION*. District of Columbia Tuberculosis Association, 1714 Massachusetts Ave., N.W., Washington, D.C. 20036. 1968.

Gordon, Ira J. and Lally, Ronald. *INTELLECTUAL STIMULATION FOR INFANTS AND TODDLERS*. University of Florida, College of Education, Institute for the Development of Human Resources, Gainesville, Florida 32601. 1967.

Provence, Sally A. *GUIDE FOR THE CARE OF INFANTS IN GROUPS*. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1967.

Whitmer, Helen L. (ed.). *ON REARING INFANTS AND YOUNG CHILDREN IN INSTITUTIONS*. Children's Bureau Research Reports 1. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1967.

Health And Nutrition

HEALTH SERVICES: A GUIDE FOR PROJECT DIRECTORS AND PERSONNEL. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1965.

Hille, Helen M. *FOOD FOR GROUPS OF YOUNG CHILDREN CARED FOR DURING THE DAY*. Children's Bureau Publication 386. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1960.

SUGGESTED GUIDELINES FOR EVALUATION OF THE NUTRITIONAL STATUS OF PRE-SCHOOL CHILDREN. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1966.

Parent Involvement

Corrado, Joseph. *THE FAMILY HOUR IN A DAY CARE CENTER*. Play Schools Association, 120 West 57th Street, New York, New York 10019. 1965.

Draper, B. T. (ed.). *PARENT PROGRAMS WORKBOOK*. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968.

Fitzpatrick, Bea. *THE ROLE OF THE PARENT COORDINATOR*. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968.

Harm, Mary Jay. *HOW TO ENCOURAGE AND USE PARENTS ON ADVISORY BOARDS*. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968.

Kraft, Ivor, and Chilman, Catherine S. *HELPING LOW-INCOME FAMILIES THROUGH PARENT EDUCATION: A SURVEY OF RESEARCH*. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1966.

Piers, Maria. *HOW TO WORK WITH PARENTS*. Bulletin 5-1121. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. 1955.

Shoemaker, Louise Proehl. *PARENT AND FAMILY-LIFE EDUCATION FOR LOW-INCOME FAMILIES*. Children's Bureau Publication 434. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1965.

Administration And Coordination

DAYTIME PROGRAMS FOR CHILDREN: BASIC GOALS AND COMMON ELEMENTS. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1967.

DETERMINING FEES FOR DAY CARE SERVICES. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1964.

FEDERAL FUNDS FOR DAY CARE PROJECTS. U.S. Department of Labor, Washington, D.C. 20210. 1967.

FILMS
(for teachers)

THE FILM GENIE I & II--15 MIN.

These two films of the Film Genie with a philosophy of developing the concept of the nursery number and how this philosophy is applied. The second section is concerned with the way in which the child's mental development is developed and concept

First Film: The Nursery

THE FILM GENIE II--15 MIN.

This film shows the child's development in the early stages of the child's life. It is a film of the child's development in the early stages of life.

Second Film: The Child's Development

THE FILM GENIE III--15 MIN.

APPENDIX B

This film shows the child's development in the early stages of life. It is a film of the child's development in the early stages of life. The film shows the child's development in the early stages of life.

Second Film

THE FILM GENIE IV--15 MIN.

This film shows the child's development in the early stages of life. It is a film of the child's development in the early stages of life. The film shows the child's development in the early stages of life.

Second Film

THE FILM GENIE V--15 MIN.

This film shows the child's development in the early stages of life. It is a film of the child's development in the early stages of life. The film shows the child's development in the early stages of life.

Second Film

FILMS
(for teachers)

AND GLADLY LEARN, PART I & II--78 Min.

The first section of the film deals with a philosophy of developing the child's self concept in the nursery school and how this philosophy is implemented. The second section is concerned with the ways in which the nursery school encourages language development and concept formation.

Utah State University

BEGINNING SCHOOL--60 Min.

Two films taken in actual classrooms in the same school show the different way two teachers handle the beginning of school with young children.

Hunter College, 68th Street and Park Avenue, New York 10021

BLOCKS: A MEDIUM OF PERCEPTUAL LEARNING--17 Min.

Teachers and researchers interpret children's play with blocks. The accompanying narrative focuses on the perceptual learnings that are inherent in block building. The way the young child looks at the blocks and the space in which he builds are early learning experiences relevant to intellectual development and academic learning.

Campus Films

BUILDING CHILDREN'S PERSONALITIES WITH CREATIVE DANCE--30 Min.

A group of five-to-ten-year-old children are quietly and expertly led through the varying phases of creative dance expression. The role of the teacher is clearly demonstrated in this motivational learning experience.

Bailey Films

CATCH A TIGER--30 Min.

This film emphasizes the active involvement of children in doing things which exercise their minds, at the same time giving the opportunity to use their hands, their eyes, their ears, their voices and their bodies in a joyous, satisfying and rich emotional experience. The sound track records the children spontaneously exploring the sounds of instruments, rhythmic language and creative singing.

Catch A. Tiger Co.

CHANCE AT THE BEGINNING, A--29 Min.

Documentary filmed in a Harlem School looks at an important experiment program for culturally disadvantaged three and four year olds. The carefully planned activities emphasize the development of verbal communication and the creating of a sense of identity in the child.

Anti-Defamation League of B'nai B'rith

CHILDREN DANCE--14 Min.

The film shows how each child's movement speaks uniquely for him. Boys and girls from kindergarten through third grade use Space, Time, Force, and Imagery to produce dance which express feelings, moods, and ideas. Filmed in metropolitan Washington D.C. classrooms.

University of California

CHRIS--8 Min.

A short film picturing a five year old's discovery of art and his own creativity.

S-L Film Productions

COMMUNITY NURSERY SCHOOL--35 Min.

The background and development of a cooperative community nursery school. Problems of finance, building, equipment, and cooperation of mothers and fathers are examined. Activities of the children are shown while the objectives and procedures of the nursery school are discussed by the participating parents.

New York University

DAY IN THE LIFE OF A FIVE-YEAR OLD, A--20 Min.

Portrays young children interpreting the world about them in a spacious well-planned and equipped, kindergarten setting. The role of the teacher in guiding the children through a happy, meaningful, and satisfying day is shown.

Teachers College, Columbia University

DISCIPLINE AND SELF-CONTROL--25 Min.

The latest film in the Vassar Series, it illustrates how children grow in their ability to strengthen inner control and lose dependence on outer controls.

Modern Talking Pictures

THE DOLL'S HOUSE--17 Min.

The dramatization of Katherine Mansfield's famous story of prejudice in a child's world.

S-L Film Productions

*DRAMATIC PLAY...**AN INTEGRATIVE PROCESS FOR LEARNING--40 Min.*

Through the live action of young children, this film presents the inherent intellectual, social and emotional learnings in dramatic play. It also details the role of the teacher in preparing the environment and interacting in ways to facilitate learning.

Campus Films

DRAMATIC PLAY IN THE SOCIAL STUDIES--23 Min.

Primary grade pupils learn social studies through dramatization. In a child size city, they choose their own community role to play, discuss and resolve problems.

Dr. Loretta Golden, Frank Porter Graham Child Development Center

EARLY EXPRESSIONISTS--17 Min.

Shows-two-to-four-year-olds working in various art media. It relates their designs to the spontaneous and rhythmic movements of all children.

Summus Films

FOUR CHILDREN--25 Min.

A sensitive, thought-provoking film depicts four families of different racial and socio-economic backgrounds. It provides insight into various mother-child and sibling relationships and the development of behavior patterns.

Modern Talking Pictures

FRUSTRATING FOURS AND FASCINATING FIVES (AGES AND STAGES SERIES)--22 Min.

At the age of four we see a boy's behavior change from helplessness to active self-assertion and at kindergarten, from craftsmanship to destructiveness. The change is gradual but at five Roddy appears more independent of adult support.

McGraw-Hill

I'M NOT TOO FAMOUS AT IT--28 Min.

The children in this film exhibit the many and varied behavioral problems generally associated with learning disability. A disabled learner is a child who has perceptual-motor handicaps and problems in attention and memory.

McGraw-Hill

IT'S A SMALL WORLD--38 Min.

The activities and routine of a day in a London Day Nursery are recorded by means of a hidden camera which photographed the children. There is background music but no dialogue nor narration. The reactions of the children to their surroundings and curriculum are thus revealed. They arrive at the nursery in the morning and leave in the afternoon.

British Information Services

JENNY IS A GOOD THING--18 Min.

Emphasizes the food and nutrition--related activities of the Head Start Program throughout the United States. Reveals what happens when staff and volunteers care about children and their parents, when the curriculum is imaginative, and when good experiences are skillfully integrated into the Head Start Program.

NEW: Percision

LANGUAGE BUILDING--30 Min.

The British infant (primary grade) teacher builds language skills on the foundations laid in the home.

Peter Robeck

LEARNING THROUGH MOVEMENT--32 Min.

This film describes a revolutionary approach to teaching creative dance to children.

S-L Film Productions

LITTLE WORLD--20 Min.

Presents a typical day's program in a day care center for four-year-olds. Some of the activities depicted are tree play in the outdoors, block-building, finger-painting, a picture book hour, and an excursion to see a fire engine. Points out the kind of equipment, toys and activities that contribute to a good program.

Health & Welfare Materials Center

LONG TIME TO GROW, A: PART I TWO-AND-THREE-YEAR-OLDS IN NURSERY SCHOOL--35 Min.

Concerns two-and-three-year-old children in a nursery school. Shows their learning behavior and activities through the day and various seasons of the year. (Produced by Department of Child Study at Vassar College.)

New York University

LONG TIME TO GROW, A: PART II FOUR-AND-FIVE-YEAR-OLDS IN SCHOOL--35 Min.

Shows children ages four and five at work and play at the Vassar College Nursery School and the Poughkeepsie Day School. (Produced by Department of Child Study, Vassar College.)

New York University

LOOKING AT CHILDREN--27 Min.

An informational film for teachers and parents to help them detect various child health problems. The film is largely a record of case histories which will help the viewer gain competency in early diagnosis of health difficulties.

Metropolitan Life Insurance Co.

LOOKING FOR ME--29 Min.

A convincing film supporting a talented teacher's belief that movement awareness is essential for all children. Powerful sequences show Janet Adler, a young dance or movement therapist, working individually with two artistic girls ages two and five.

University of California

MATERNAL DEPRIVATION IN YOUNG CHILDREN--25 Min.

This film shows children between one and two-and-a-half years of age who have been transferred from one institution to another. Because of this, they have had no intimate relationships with one individual. The first part of the film shows disorders that have appeared due to this. The second part shows progress of the children under psychotherapy.

New York University

NURSERY SCHOOL IN ACTION--21 Min.

Explains that a good nursery school is not just a parking place for children. Its objectives are to care for the emotional, social, and physical needs of the individual. In nursery school the child becomes adjusted to the experience of group activities and is prepared for kindergarten.

Grosse Point Cinema League

OBSERVING FOURS AT PLAY--30 Min.

This film shows four year old children engaged in science, block-building, mathematical and language art activities in a New York City public school.

New York Board of Education, 110 Livingston Street, New York, N.Y.

OLD ENOUGH BUT NOT READY--28 Min.

Learning disabilities can be identified as early as first grade. The film shows how parents and teachers can spot these learning hang-ups soon enough for the child to get special training before he becomes psychologically impaired.

McGraw-Hill

ORGANIZING FREE PLAY--21 Min.

Free play is an important part of the pre-school day. It provides an opportunity for the children to learn through activities they select. The role of the teacher in selecting materials, organizing the room, and interacting with the children in various activities is shown. A Project Head Start training film.

Office of Economic Opportunity

PLAYING TOGETHER--30 Min.

Candid filming shows toddlers and preschool children in a British nursery school and their physical and intellectual needs in terms of play materials and activities. Springs of Learning Series.

Peter Robeck

PARENTS ARE TEACHERS, TOO--18 Min.

A teacher visits the homes of disadvantaged children she is teaching. Concern shown by the teacher bringing about new attitudes on the part of the parents and they develop interest in their child, their home and the school.

Office of Economic Opportunity

PARENT-TEACHER INTERVIEW--35 Min.

Mukerji and Summerville role-play a parent-teacher conference which is then analyzed by the viewers. Nass, then, discusses feelings of participants with them, identifying difficulties. A second, more successful conference is role played, followed by a discussion with Nass which analyzed differences.

Brooklyn College

PATHWAYS THROUGH NURSERY SCHOOL--23 Min.

An informative film depicting a day in a laboratory nursery school stressing equipment and program for two, three, and four-year-olds. From this film one learns that a good nursery school is a supplement to the family home environment, not a substitute for it. Students learn the things that make a good nursery school; a wholesome environment, good equipment, and mutual effort of qualified teachers and interested parents.

IFB

A PLACE TO PLAY--10 Min.

Architect-designer Richard Dattner talks about and demonstrates his modular components for creating playground structures. Also filmed is the progressive "Action Playground" which Dattner designed in New York's Central Park.

Stephan Sheppard

PLANNING CREATIVE PLAY EQUIPMENT FOR YOUNG CHILDREN: OUTDOOR--16 Min.

This film shows how community resources and talents in Sierra Madre, California, were pooled for the development of young children through safe, adequate, attractive and very economical equipment. Parental supervision is shared by mothers while fathers make and repair play equipment.

University of California

PRESCHOOL BLACKMALE--15 Min.

This is the story of a black male who teaches preschoolers at Arlitt Child Development Center at the University of Cincinnati. The teacher experiences the special world of children and the children respond to a warm, responsive masculine role model.

Educational Media Center

PRIMARY EDUCATION IN ENGLAND--17 Min.

Highlights the success of non-graded education in the British Infant Schools, with a specific look at the Sea Mills Infant School in Bristol. Grouped by their own interests, the children are actively engaged in learning and the diversity of activity challenges not only the student but the teacher to maximize the learning potential of each situation.

IDEA

PURPLE TURTLE, THE--14 Min.

Kindergarten children are shown expressing themselves in a variety of art materials. The children's voices explain their work. Examples of art work illustrates the importance of freedom of expression and form in an art program.

ACI

ROBIN, PETER AND DARRYL: THREE TO A HOSPITAL--53 Min.

Portrays the experience of three youngsters during their first hospitalization for minor surgical procedure. The children are between two and three years of age.

CMC

STARTING NURSERY SCHOOL--22 Min.

Presents a method of starting school which avoids the sudden separation of mother and child. The Vassar Nursery School has found that the anxiety and stress often seen in children at the beginning of the year can be substantially reduced. The film is intended for use by nursery school and kindergarten staffs, parents, and students of early childhood education. (Produced by Vassar College)

New York University

TAKE A RUNNING START--17 Min.

Portrays a Head Start program in Appalachia where the groups meet at different homes in the community. The Head Start teachers are encouraging the children to learn on their own.

Screenscope, Inc.

TEACHING THE 3s, 4s, & 5s PART I: GUIDING BEHAVIOR--21 Min.

Shows several nursery school children in situations where adult help is needed to guide group and individual behavior. A tantrum, a runaway, inattention during a story, and other situations are spontaneous and unrehearsed. For discussion, mistakes as well as examples of skillful handling of situations are shown.

Churchill

TEACHING THE 3s, 4s, & 5s PART II: SETTING THE STAGE FOR LEARNING--22 Min.

Shows young children at play in a series of nursery school activities. Many simple 'props' and play equipment are arranged to allow the children to explore construction with wood, experiments with sand, test physical powers, and use their imaginations in family life play situations.

Churchill

TERRIBLE TWOS TRUSTING THREES (AGES AND STAGES SERIES)--22 Min.

A study of child behavior at two and three years showing what to expect from youngsters of these ages, and suggesting how parents can deal constructively with the problems of body control, destructiveness, tantrums, and unreasonable fears.

McGraw-Hill

THEY NEED THESE DAYS--30 Min.

Describes the benefits of group day care programs in Minnesota. Emphasis is on the reasons for day care and the type of activities necessary in this program.

Department of Public Welfare

THIS IS THE WAY WE GO TO SCHOOL--28 Min.

This film shows the three classroom programs of the Ypsilanti Preschool Curriculum Demonstration Project and points up the major conclusions of this study.

High/Scope Educational Research Foundation

WHAT DO YOU THINK?--32 Min.

This film demonstrates three major stages of cognitive development in children ranging in ages from four to eleven years. Dr. David Elkind helps six children reveal some of the concepts they have about the physical world, moral world and religious world.

ACI Films, Inc.

THE WORLD OF THREE--28 Min.

As the old saying goes, two is company three is a crowd. This series of scenes calls attention to the devastating effects that jealousy can have on the young child.

Contemporary Films, Inc.

MODEL PROGRAMS

1. AREA OF INT AND PHYSICAL EDUCATION PROGRAM

1. Area of Int and Physical Education Program
1. Area of Int and Physical Education Program
1. Area of Int and Physical Education Program
1. Area of Int and Physical Education Program
1. Area of Int and Physical Education Program

2. AREA OF PHYSICAL EDUCATION PROGRAM

2. Area of Physical Education Program
2. Area of Physical Education Program
2. Area of Physical Education Program
2. Area of Physical Education Program
2. Area of Physical Education Program

APPENDIX C

3. AREA OF PHYSICAL EDUCATION PROGRAM
3. Area of Physical Education Program
3. Area of Physical Education Program
3. Area of Physical Education Program
3. Area of Physical Education Program

4. AREA OF PHYSICAL EDUCATION PROGRAM

4. Area of Physical Education Program
4. Area of Physical Education Program
4. Area of Physical Education Program
4. Area of Physical Education Program
4. Area of Physical Education Program

5. AREA OF PHYSICAL EDUCATION PROGRAM

5. Area of Physical Education Program
5. Area of Physical Education Program
5. Area of Physical Education Program
5. Area of Physical Education Program
5. Area of Physical Education Program

MODEL PROGRAMS

APPROACHES BASED ON IPI AND PRIMARY EDUCATION PROJECT

Dr. Lauren Resnick
Learning Research and Development Center
University of Pittsburgh
106 N. Craig Street
Pittsburgh, Pennsylvania 15213
Telephone: 412-621-3500, Ext. 7555

BANK STREET COLLEGE OF EDUCATION APPROACH

Mrs. Elizabeth Gilkeson
Bank Street College of Education
216 W. 14th Street
New York, New York 10011
Telephone: 212-243-4903

BEHAVIOR PRINCIPLES STRUCTURAL MODEL OF A FOLLOW THROUGH PROGRAM

Mrs. Wiletta Weatherford
Director of Follow Through
4208 N. Western Avenue
Dayton, Ohio 45427
Telephone: 513-461-3850

BOSTON PUBLIC SCHOOLS LEARNING LABORATORIES

Dr. Thomas Gordon, Director
Learning Laboratories Project
Warren Prescott School
Charleston, Massachusetts 02129

CALIFORNIA PROCESS MODEL

Mrs. Ruth Love Holloway
Division of Compensatory Education
Bureau of Program Development
California State Department of Education
721 Capitol Mall
Sacramento, California 95814
Telephone: 916-445-9730

COGNITIVELY ORIENTED CURRICULUM MODEL

Dr. David Weikart
High/Scope Educational Research Foundation
125 N. Huron Street
Ypsilanti, Mich. 48197
Telephone: 313-485-2000

COMMUNITY COOPERATIVE NURSERY SCHOOL

Mrs. Frances Oliver, President
Community Cooperative Nursery School
Laurel and Ravenswood
Menlo Park, California 94025

CROSS-CULTURAL FAMILY CENTER

Dr. Mary B. Lane
San Francisco State College
San Francisco, California 94132

CULTURAL LINGUISTIC APPROACH

Dr. Nancy L. Arnez
Center for Inner City Studies
Northeastern Illinois State College
700 E. Oakwood Boulevard
Chicago, Illinois 60653

DUBNOFF SCHOOL FOR EDUCATIONAL THERAPY

The Dubnoff School for Educational Therapy
10526 Victory Place
North Hollywood, California 91606
Telephone: 213-877-5678, 213-984-3604

DOVACK: A COMPUTER-ASSISTED LANGUAGE EXPERIENCE

Mrs. Florine Way
Program Director
P.O. Box 499
Monticello, Florida 32344
Telephone: 904-997-2202, 904-224-6241

EDUCATION DEVELOPMENT CENTER APPROACH

Mr. Frank Watson
 Educational Development Center
 55 Chapel Street
 Newton, Massachusetts 02160
 Telephone: 617-969-7100, Ext. 232

FLORIDA PARENT EDUCATION MODEL

Dr. Ira Gordon
 Florida Educational Research & Development Council
 College of Education
 University of Florida
 Telephone: 904-392-0741

FOSTER GRANDPARENT PROGRAM

Miss Jean Akins, Director
 Grandparents for Children
 Senior Citizens, Incorporated
 Nashville, Tennessee 37202

HAMPTON INSTITUTE NONGRADED MODEL

Dr. Mary Christian
 Department of Elementary Education
 Hampton Institute
 Hampton, Virginia 23368
 Telephone: 703-723-6581, Ext. 329

HANNA PERKINS THERAPEUTIC NURSERY SCHOOL

Day Nursery Association of Cleveland
 2084 Cornell Road
 Cleveland, Ohio 44106

HARTFORD EARLY CHILDHOOD PROGRAM

Joseph D. Randazzo
 Hartford Public Schools
 249 High Street
 Hartford, Connecticut 06103

HOME-SCHOOL PARTNERSHIP: A MOTIVATIONAL APPROACH

Dr. Edward Johnson
 Southern University and A & W College
 Southern Branch Post Office
 Baton Rouge, La. 70813
 Telephone: 504-775-6300, Ext. 377

INTERDEPENDENT LEARNER MODEL

Dr. Lassar Gotkin
 Institute for Developmental Studies
 School of Education
 New York University
 Washington Square
 New York, New York 10003
 Telephone: 212-598-2464

LANGUAGE DEVELOPMENT-BILINGUAL EDUCATION APPROACH

Mr. Juan Lujan (Acting Director)
 Southwest Educational Development Laboratory
 Suite 550, Comondore Perry Hotel
 Austin, Texas 78701
 Telephone: 512-476-6861, Ext. 23

MARTIN LUTHER KING FAMILY CENTER

Mr. Manuel L. Jackson, Executive Director
 Martin Luther King Family Center
 124 North Hoyne Avenue, Apt. 113
 Chicago, Illinois 60612
 Telephone: 312-341-8564

THE MICRO-SOCIAL PRESCHOOL LEARNING SYSTEM

Dr. Myron Woolman
 6 East 82nd Street
 New York, New York 10028
 Telephone: 212-744-3731, 212-744-4038

MODEL OBSERVATION KINDERGARTEN AND FIRST GRADE

Mrs. Kathleen McKay, Director
 Marks Meadow School
 Amherst, Massachusetts 01002

MOTHERS' TRAINING PROGRAM

Dr. Merle Karnes, Director
 Institute for Research on Exceptional Children
 4th and Healy
 Champaign, Illinois 61820

NEW SCHOOL APPROACH

Dr. Vito Ferrone
 New School of Behavioral Sciences in Education
 University of North Dakota
 Grand Forks, North Dakota 58201
 Telephone: 701-777-2861

NRO MIGRANT CHILD DEVELOPMENT CENTERS

Mrs. Louise Gustafson
 Child Development Specialist
 Northwest Rural Opportunities
 110 N. Second Street
 Pasco, Washington 99302

PARENT IMPLEMENTATION APPROACH

Mr. Preston Wilcox
 Afram Associates, Inc.
 103 E. 125th Street
 New York, New York 10035
 Telephone: 212-876-9255

PERCEPTUAL DEVELOPMENT CENTER PROGRAM

Mrs. H. Lee Jones, Jr., Director
 Perceptual Development
 108 South Commerce Street
 Natchez, Mississippi 39120

PHILADELPHIA TEACHER CENTER

Dr. Allan Leitman, Director
 Early Childhood Education Study
 55 Chapel Street
 Newton, Massachusetts 02160
 Telephone: 617-969-7100, Ext. 253

PROJECT PLAN: PROGRAM FOR LEARNING IN ACCORDANCE WITH NEEDS

Mr. Ernest Page, Jr.
 Assistant Superintendent for Instruction
 Wood County Schools
 Parkersburg, West Virginia 26101

RESPONSIVE ENVIRONMENT MODEL OF A FOLLOW THROUGH PROGRAM

Dr. Glen Nimnicht, Director
 Education Beginning at Age Three
 Far West Laboratory for Educational Research and Development
 One Garden Circle
 Berkeley, California 94705

SANTA MONICA CHILDREN'S CENTERS

Mrs. Docia Zavitovsky, Director
 Lincoln Child Development Center
 1532 California Avenue
 Santa Monica, California 90403

TACOMA PUBLIC SCHOOLS EARLY CHILDHOOD PROGRAM

James Robertson
 Early Childhood Education Program
 P.O. Box 1357
 Tacoma, Washington 98401

TUCSON EARLY EDUCATION MODEL

Dr. Joseph Fillerup
 Arizona Center for Early Childhood Education
 University of Arizona
 Tucson, Arizona 85719
 Telephone: 602-884-1360

UNIVERSITY OF HAWAII PRESCHOOL LANGUAGE CURRICULUM

Dr. Dorothy C. Adkins
 Center for Research in Early Childhood Education
 University of Hawaii
 Honolulu, Hawaii 96822

RESEARCH

Dr. Patricia Reilly, Associate Professor
 Institute School of Social Service
 Indiana University
 43 North Pennsylvania Street
 Indianapolis, Indiana 46202
 Telephone: 412-344-6106

FIELD PROJECTS

Dr. Barry Ferguson
 Department of Physiology and Health Sciences
 University of New Orleans
 Louisiana State University
 Baton Rouge, Louisiana 70803
 Telephone: 517-384-4451

APPENDIX D

Dr. Paul Gerald Mearns, Associate Professor of Early Childhood Ed.
 Department of Elementary Education
 Indiana State University
 Terre Haute, Indiana 47799
 Telephone: 812-232-6311, Ext. 2000

TEACHING PROJECTS

Dr. Esther Rogers, Assistant Professor of Elementary Education
 Department of Elementary Education
 Ball State University
 Muncie, Indiana 47306
 Telephone: 317-284-3430

TEACHING PROJECTS and Research

Dr. Susan Swager, Assistant Professor of Elementary Education
 Department of Education
 Ball State University
 Muncie, Indiana 47306
 Telephone: 317-237-9042

CONTRIBUTIONS: RESOURCE CONTACTS

Social Services

Miss Patricia Beall, Associate Professor
Graduate School of Social Service
Indiana University
445 North Pennsylvania Street
Indianapolis, Indiana 46204
Telephone: 317-264-8364

Health Program

Dr. Darwin Dennison
Asst. Professor of Physiology and Health Science
Department of Health Science
Ball State University
Muncie, Indiana 47306
Telephone: 317-285-7452

Administration and Personnel, Operating Procedures, Child Care Services,
The Child Care Center, Child Care Home, In-Home Care, Infant and Toddler
Care

Dr. Jan Gorrell McCarthy, Associate Professor of Early Childhood Ed.
Department of Elementary Education
Indiana State University
Terre Haute, Indiana 47809
Telephone: 812-232-6311, Ext. 2333

Education Program

Dr. Betty Pogue, Assistant Professor of Elementary Education
Department of Elementary Education
Ball State University
Muncie, Indiana 47306
Telephone: 317-284-5420

Before - After School and Vacation Care

Dr. Marian Swayze, Assistant Professor of Elementary Education
School of Education
Indiana University
Bloomington, Indiana 47401
Telephone: 812-337-9041

Parent Involvement

Mr. Henry Taylor, Executive Director
Indianapolis Business Development Foundation
320 North Meridian Street
Indianapolis, Indiana 46204
Telephone: 317-639-6131

Administration and Personnel, Operating Procedures

Mrs. Rose Van DeVanter, Director
Day Care Center
Laboratory School
Indiana State University
Terre Haute, Indiana 47809
Telephone: 812-232-6311, Ext. 835

